ED 022 247 88 EA 001 605

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PLANNING, DEVELOPING AND IMPLEMENTING TITLE III, ESEA PROJECTS.
Operation PEP, Burlingame, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
Report No-DPSC-67-4410
Pub Date May 68
Note-92p.
EDRS Price MF-$0.50 HC-$3.76
Descriptors-CRITICAL PATH METHOD, *EDUCATIONAL PLANNING, *MODELS, PROBLEM SOLVING, PROGRAM ADMINISTRATION, *PROGRAM DEVELOPMENT, *SYSTEMS APPROACH
Identifiers-*ESEA Title III

This document analyzes the planning, developing, and implementing of fundable Title III, ESEA projects, by integrating the following five strategies: (1) A planning development and implementation strategy, (2) a risk-gain motivation strategy, (3) a problem-solving strategy, (4) a quality assurance and evaluation strategy, and (5) a management strategy. The analysis is intended for use as a reference by planners and a source of ideas for those preparing project proposals. Its framework and methodology provide a system approach to project planning and management. (HW)

DPSC-67-4410
PA 88

Organization
and
Management

Planning, Developing and Implementing Title III, ESEA Projects

May 1968

ED022247

Prepared by:
The Staff of OPERATION PEP

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OFFICE OF EDUCATION

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PLANNING, DEVELOPING AND IMPLEMENTING TITLE III, ESEA PROJECTS

by

Donald R. Miller
Project Director

OPERATION PEP: A State-wide Project to Prepare Educational Planners for California

The work presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare.

May 1968

PREFACE

This document contains an extensive analysis of the functions required to plan, develop and implement Title III, ESEA projects. The functions delineated in the analysis should not be regarded as cookbook procedures by which prospective project writers can achieve success. This analysis is intended for use as a planning reference and a source of ideas for those preparing project proposals. The analysis reveals a framework and methodology which provides a system approach to project planning and management.

The writer is indebted to Donald W. Johnson, Laurence L. Belanger, Al Clark and Malcolm Richland of the California State Department of Education; Earl D. Cornwell and Harry I. Wigderson of the ADAPT Supplementary Education Center; Robert E. Corrigan and Roger A. Kaufman of Chapman College; and the staff of OPERATION PEP for the many courtesies extended during the preparatory stages of this proposal. The participants of OPERATION PEP also provided many acknowledged suggestions for which the author and designer is duly grateful.

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Mission Profile

Develop an Awareness of Educational Problems
Secure Representative Involvement
Validate Educational Needs
Prepare Need Problem Report(s)
Determine Priorities for Action
Determine Performance Requirements
Develop Framework for Action
Develop Master Plan
Develop Performance Strategy
Develop Evaluation Procedures
Determine Input Requirements
Develop Project Proposal
Submit Project Application
Implement Ready Plan
Negotiate Project Approval
Implement Approved Project
Manage Project Performance
Determine Performance Effectiveness
Disseminate Project Results

I. INTRODUCTION

The designers of Title III, ESEA projects are continuously searching for new approaches which can be used to plan, develop and implement programs of planned change. This search for new approaches can be expected to intensify as educational problems grow more complex and educational resources grow more scarce. These same concerns prompted the development of a system approach to planning and management which is being increasingly utilized in government and industry.

The system approach to educational planning and management presents both a framework and methodology which can be used to facilitate the planning, development and implementation of Title III, ESEA projects. The principal emphasis of the approach is upon the development of planning and management procedures which can be explained in definable and measurable terms. These procedures utilize the informational benefits gained through the involvement of people in such activities as: (1) the analysis and evaluation of educational performance, (2) the analysis of the cultural environment of education, (3) the assessment of educational needs, (4) the determination of priorities for action, and (5) the planning, development and implementation of educational programs.

II. PURPOSE AND INDIGENOUS STRATEGIES

Purposes

The purpose of this document is to present a complete analysis of the generic functions required to plan, develop and implement fundable Title III, ESEA projects. The generic procedures developed will subsequently be presented to OPERATION PEP participants who will use it as a model, planning resource and simulation tool to approximate alternative solutions for selected objectives.

Indigenous Strategies

Five strategies have been integrated in the formulation of a composite strategy for planning, developing and implementing Title III, ESEA projects. These strategies include: (1) a planning, development and implementation strategy, (2) a risk-gain motivation strategy, (3) a problem-solving strategy, (4) a quality assurance and evaluation strategy, and (5) a management strategy.

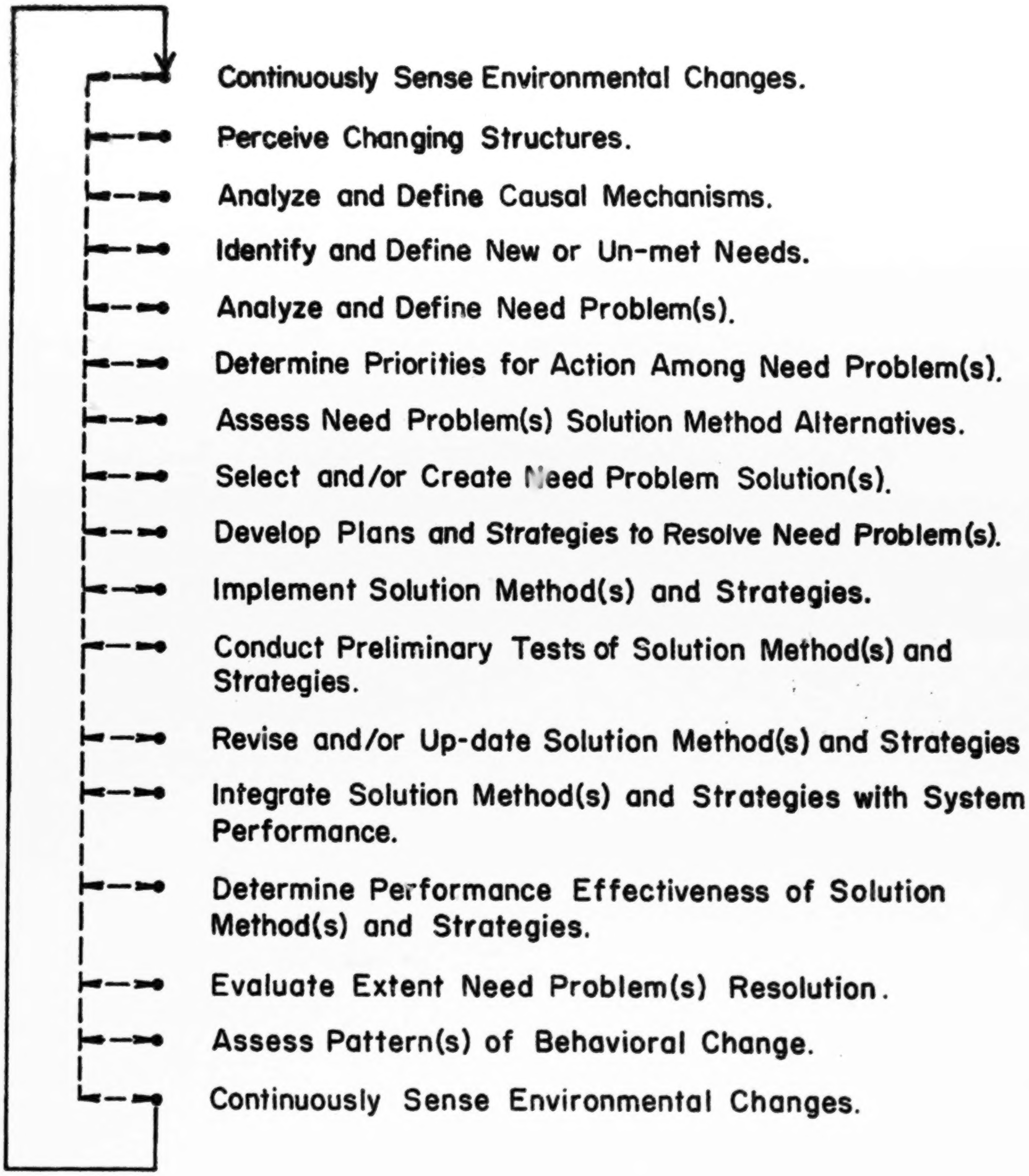
Planning, Development and Implementation Strategy. The planning, development and implementation strategy embodied in the following system procedure stems from three sources:

1. A planning strategy (see FIGURE 1).
2. A model of the Time-Involvement Dimensions for Innovation in Educational Practice (see FIGURE 2).
3. A model of Continuous Performance Management and Quality Assurance (see FIGURE 3).

FIGURE 1 provides a rationale and an integrated framework for planning, development and implementation. FIGURE 2 provides a development rationale and serves as an analytical tool for use in analyzing adoption and implementation problem.

A PLANNING STRATEGY

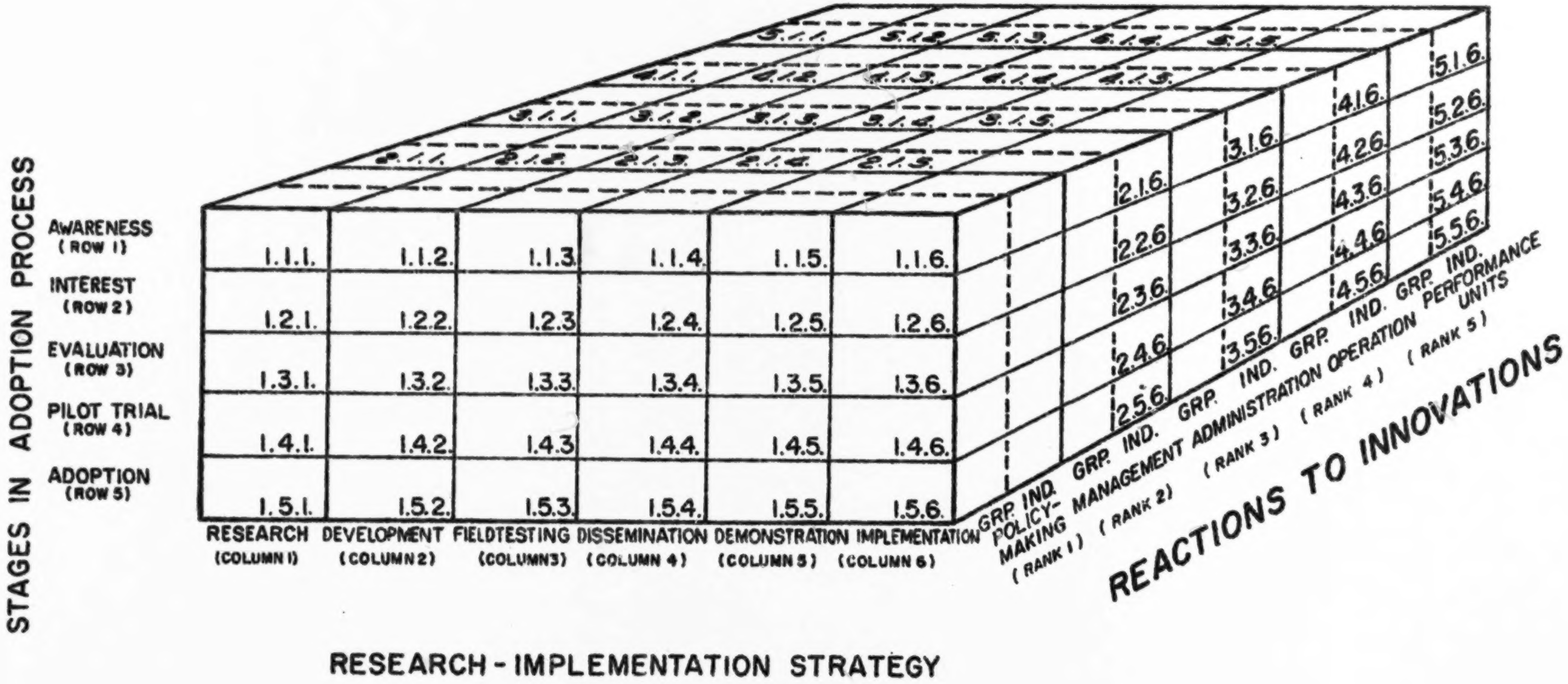
FIGURE 1



- Continuously Sense Environmental Changes.
- Perceive Changing Structures.
- Analyze and Define Causal Mechanisms.
- Identify and Define New or Un-met Needs.
- Analyze and Define Need Problem(s).
- Determine Priorities for Action Among Need Problem(s).
- Assess Need Problem(s) Solution Method Alternatives.
- Select and/or Create Need Problem Solution(s).
- Develop Plans and Strategies to Resolve Need Problem(s).
- Implement Solution Method(s) and Strategies.
- Conduct Preliminary Tests of Solution Method(s) and Strategies.
- Revise and/or Up-date Solution Method(s) and Strategies
- Integrate Solution Method(s) and Strategies with System Performance.
- Determine Performance Effectiveness of Solution Method(s) and Strategies.
- Evaluate Extent Need Problem(s) Resolution.
- Assess Pattern(s) of Behavioral Change.
- Continuously Sense Environmental Changes.

FIGURE 2

A Model of the Time-Involvement Dimensions for Innovation in Educational Practice


STAGES IN ADOPTION PROCESS
AWARENESS (ROW 1)
INTEREST (ROW 2)
EVALUATION (ROW 3)
PILOT TRIAL (ROW 4)
ADOPTION (ROW 5)
1.1.1.
1.1.2.
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4.5.6.
5.1.6.
5.2.6.
5.3.6.
5.4.6.
5.5.6.
RESEARCH (COLUMN 1)
DEVELOPMENT (COLUMN 2)
FIELDTESTING (COLUMN 3)
DISSEMINATION (COLUMN 4)
DEMONSTRATION (COLUMN 5)
IMPLEMENTATION (COLUMN 6)
GRP. IND. POLICY-MAKING (RANK 1)
GRP. IND. MANAGEMENT (RANK 2)
GRP. IND. ADMINISTRATION (RANK 3)
GRP. IND. OPERATION (RANK 4)
GRP. IND. PERFORMANCE UNITS (RANK 5)
REACTIONS TO INNOVATIONS
RESEARCH - IMPLEMENTATION STRATEGY

DESIGNED BY :
DONALD R. MILLER
DONALD W. JOHNSON

FIGURE 3

A MODEL OF
CONTINUOUS PERFORMANCE MANAGEMENT AND QUALITY ASSURANCE

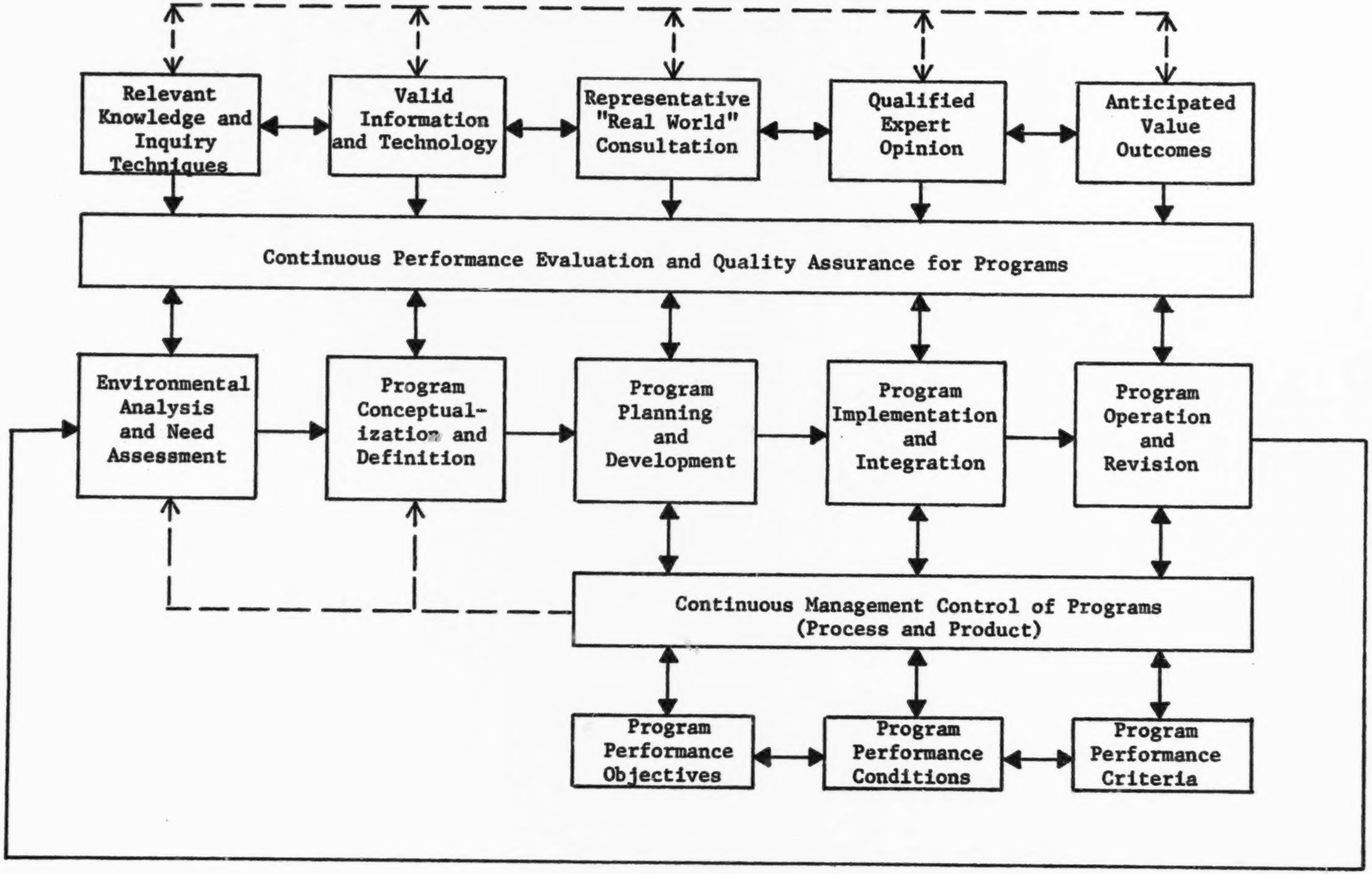

Relevant Knowledge and Inquiry Techniques
Valid Information and Technology
Representative "Real World" Consultation
Qualified Expert Opinion
Anticipated Value Outcomes
Continuous Performance Evaluation and Quality Assurance for Programs
Environmental Analysis and Need Assessment
Program Conceptualization and Definition
Program Planning and Development
Program Implementation and Integration
Program Operation and Revision
Continuous Management Control of Programs (Process and Product)
Program Performance Objectives
Program Performance Conditions
Program Performance Criteria

FIGURE 3 presents an ordered sequence of events in the evolution of educational programs. In addition, it relates each event to quality assurance, management and evaluation requirements. Thus, the planning, development and implementation strategy presented is an integrated strategy based upon such considerations as:

1. A planning strategy.
2. The stages in the adoption process.
3. A research-implementation strategy.
4. Perceived reactions to innovations.
5. Environmental analysis and need assessment.
6. Program planning, development and implementation.
7. Quality assurance and evaluation.
8. Management.

A Risk-Gain Motivation Strategy. Motivation is the underlying force for involvement which, in turn, is a requirement for success in programs of planned change. The successful completion of one mission will provide the needed reinforcement and motivation required to secure representative involvement in subsequent missions. The key motivational element is personal gratification and this can be attained whether or not a project is approved for funding. Such personal gratification is generally based upon an individual's perception of progress; which, in turn, depends upon the knowledge gained and the understanding developed during the course of involvement. An important consideration is, therefore, the preparation and dissemination of explicit progress reports. These reports will allow each participant to evaluate the results of inquiry, problem solving and decision making.

A risk-gain motivation strategy provides for each of the following considerations:

1. The total mission and its probable consequences and benefits can be assessed prior to involvement.
2. The participation, approval, adoption and commitment requirements of involvement can be assessed in terms of both performance requirements and organizational levels.
3. An approximate scope and sequence for the work to be done is presented for analysis prior to involvement.
4. Functional role requirements can be assessed and evaluated prior to an involvement decision.
5. Significant interim products are produced during each sequential stage of planning and development.
6. The system approach utilized promises reasonable expectations of success.
7. A motivational incentive structure is provided which can serve each individual in the appraisal of involvement benefits in terms of personal needs and goals.

The foregoing elements in the risk-gain motivation strategy necessitate the specification of involvement requirements before the course of action takes place. For this reason, it is necessary that educational planners determine the involvement requirements of key individuals in terms of the levels of organization which they represent. Thus, an assessment must be performed before any attempt is made to recruit key participants. FIGURE 4 reveals a matrix which facilitates the specification of involvement requirements in terms of mission milestone activities and levels of organization. Thus, the level of involvement required of each participant can be related to his functional role. In addition, each participant will be afforded an understanding of the relation between involvement requirements and project success.

SPECIFICATION OF INVOLVEMENT REQUIREMENTS FOR MISSION MILESTONE ACTIVITIES

FIGURE 4

		LEVELS OF ORGANIZATION				
	MISSION PROFILE	POLICY-MAKING	MANAGEMENT	ADMINISTRATION	OPERATION	PERFORMANCE UNITS
1.0	DEVELOP AN AWARENESS OF EDUCATIONAL PROBLEMS					
2.0	SECURE REPRESENTATIVE INVOLVEMENT					
3.0	VALIDATE EDUCATIONAL NEEDS					
4.0	PREPARE NEED PROBLEM REPORT(S)					
5.0	DETERMINE PRIORITIES FOR ACTION					
6.0	DETERMINE PERFORMANCE REQUIREMENTS					
7.0	DEVELOP FRAMEWORK FOR ACTION					
8.0	DEVELOP MASTER PLAN					
9.0	DEVELOP PERFORMANCE STRATEGY					
10.0	DEVELOP EVALUATION PROCEDURE					
11.0	DETERMINE INPUT REQUIREMENTS					
12.0	DEVELOP PROJECT PROPOSAL					
13.0	SUBMIT PROJECT APPLICATION					
14.0	IMPLEMENT READY PLAN					
15.0	NEGOTIATE PROJECT APPROVAL					
16.0	IMPLEMENT APPROVED PROJECT					
17.0	MANAGE PROJECT PERFORMANCE					
18.0	DETERMINE PERFORMANCE EFFECTIVENESS					
19.0	DISSEMINATE PROJECT RESULTS					

INVOLVEMENT LEVEL SYMBOLS

▨ COMMITMENT
⊟ APPROVAL
⊠ ADOPTION
☐ PARTICIPATION

A Problem-Solving Strategy. A model of a system approach to problem solving is presented as FIGURE 5. This model has several elements that are common to the planning strategy outlined in FIGURE 1. The principal difference in the two figures is that FIGURE 5 provides for, and emphasizes, control and feedback.

Control is a management function that is implemented to assure that performance proceeds according to plans and directions. This function also provides for the timely revision of plans; that is, if a significant departure from plans occur, then the deviation is corrected by some appropriate adjustment. Control involves managers in the definition and assignment of responsibilities according to functions. In addition, managers must match assigned responsibilities with the relevant management information required to execute them in the most efficient and effective manner. Thus, the essence of control is action which adjusts performance to predetermined standards if deviations occur.

A control procedure establishes a closed-loop pattern of relationships between management and the performance units to which are assigned responsibilities for the performance of functions. Feedback is the property of this closed-loop pattern which permits the demonstrated performance (output) to be compared to the performance requirement (input) so that appropriate control procedures may be defined and implemented. A problem-solving strategy generally establishes a closed-loop pattern of relationships, because a closed sequence of cause-and-effect relationships can be regarded as existing within the problem context. The principal function of feedback in problem solving is that it facilitates an estimation of the variance that occurs during problem resolution.

FIGURE 5

A MODEL OF A SYSTEM APPROACH TO PROBLEM SOLVING

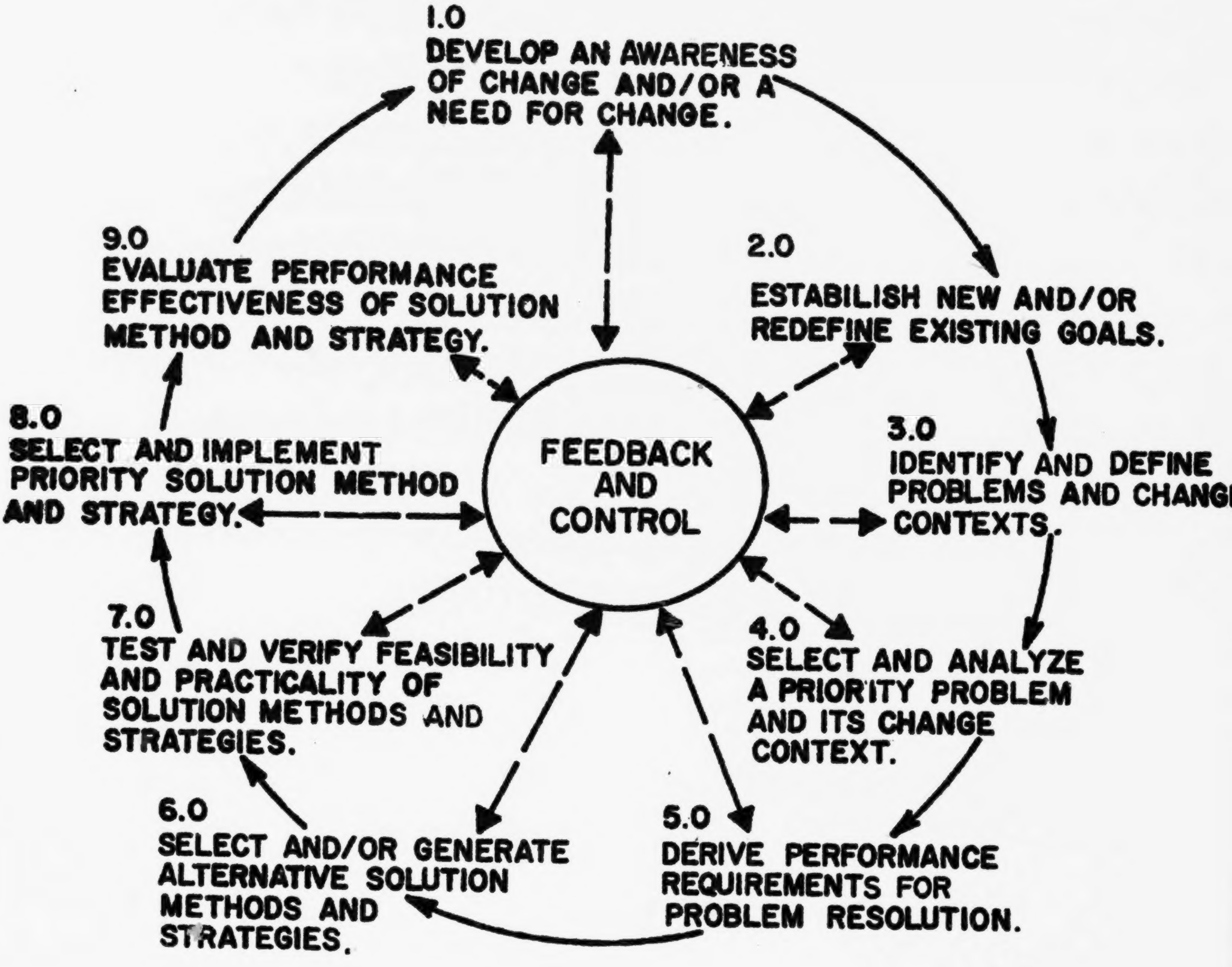

1.0
DEVELOP AN AWARENESS OF CHANGE AND/OR A NEED FOR CHANGE.
2.0
ESTABILISH NEW AND/OR REDEFINE EXISTING GOALS.
3.0
IDENTIFY AND DEFINE PROBLEMS AND CHANG CONTEXTS.
4.0
SELECT AND ANALYZE A PRIORITY PROBLEM AND ITS CHANGE CONTEXT.
5.0
DERIVE PERFORMANCE REQUIREMENTS FOR PROBLEM RESOLUTION.
6.0
SELECT AND/OR GENERATE ALTERNATIVE SOLUTION METHODS AND STRATEGIES.
7.0
TEST AND VERIFY FEASIBILITY AND PRACTICALITY OF SOLUTION METHODS AND STRATEGIES.
8.0
SELECT AND IMPLEMENT PRIORITY SOLUTION METHOD AND STRATEGY.
9.0
EVALUATE PERFORMANCE EFFECTIVENESS OF SOLUTION METHOD AND STRATEGY.
FEEDBACK AND CONTROL

FIGURE 6 reveals the centrality of feedback in the communication network which is established to analyze performance. Feedback information provides a test for the validity and effectiveness of problem-solving decisions against the actual course of events which take place. Control and feedback are thus combined in management control procedures which are designed to assure that plans will succeed. Thus, management control procedures: (1) define measurable standards by which performance can be assessed, (2) provide a framework and methodology for the assessment of performance, and (3) establish procedures for the correction of performance deviations.

A Quality Assurance and Evaluation Strategy. A quality assurance and evaluation strategy has been revealed in FIGURE 3. In essence, quality assurance outlines:

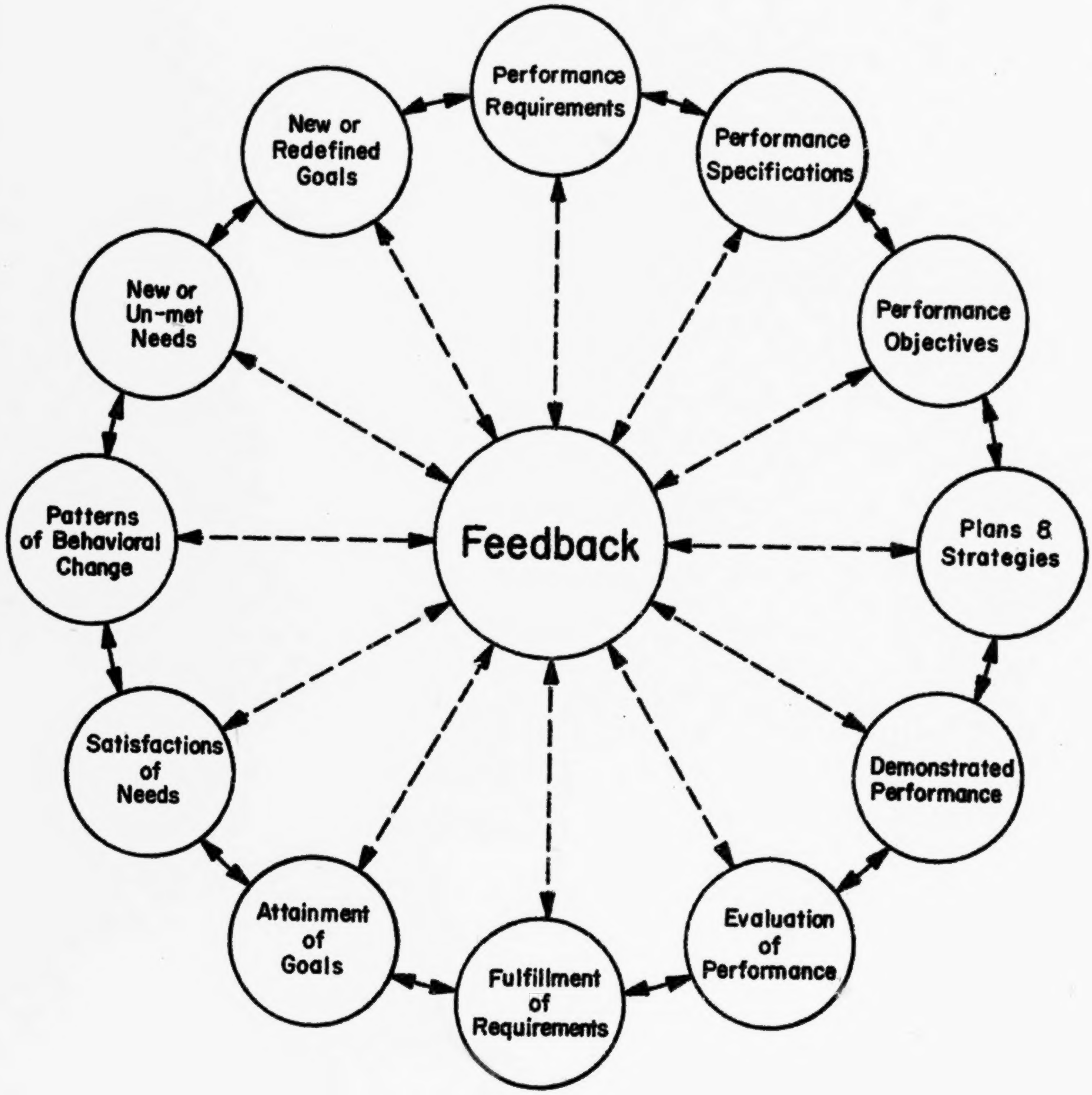
1. The required performance proficiency levels that must be attained.
2. An assessment of relevant knowledge and technological resources.
3. The definition of expected quality levels.
4. The definition of quality assurance procedures which assure the attainment of quality expectations.

The purpose of a quality assurance plan is to establish achievable quality levels which can be built into a strategy for performance.

An evaluation plan is designed to evaluate the nature of the performance being demonstrated in terms of relevant criteria. Thus, when quality assurance and evaluation plans are fused into a quality assurance and evaluation strategy, the strategy embodies both a framework and methodology for assessing the effectiveness of performance.

A Performance Management Strategy. A generic management model is outlined in FIGURE 7. This generic model reveals several elements which

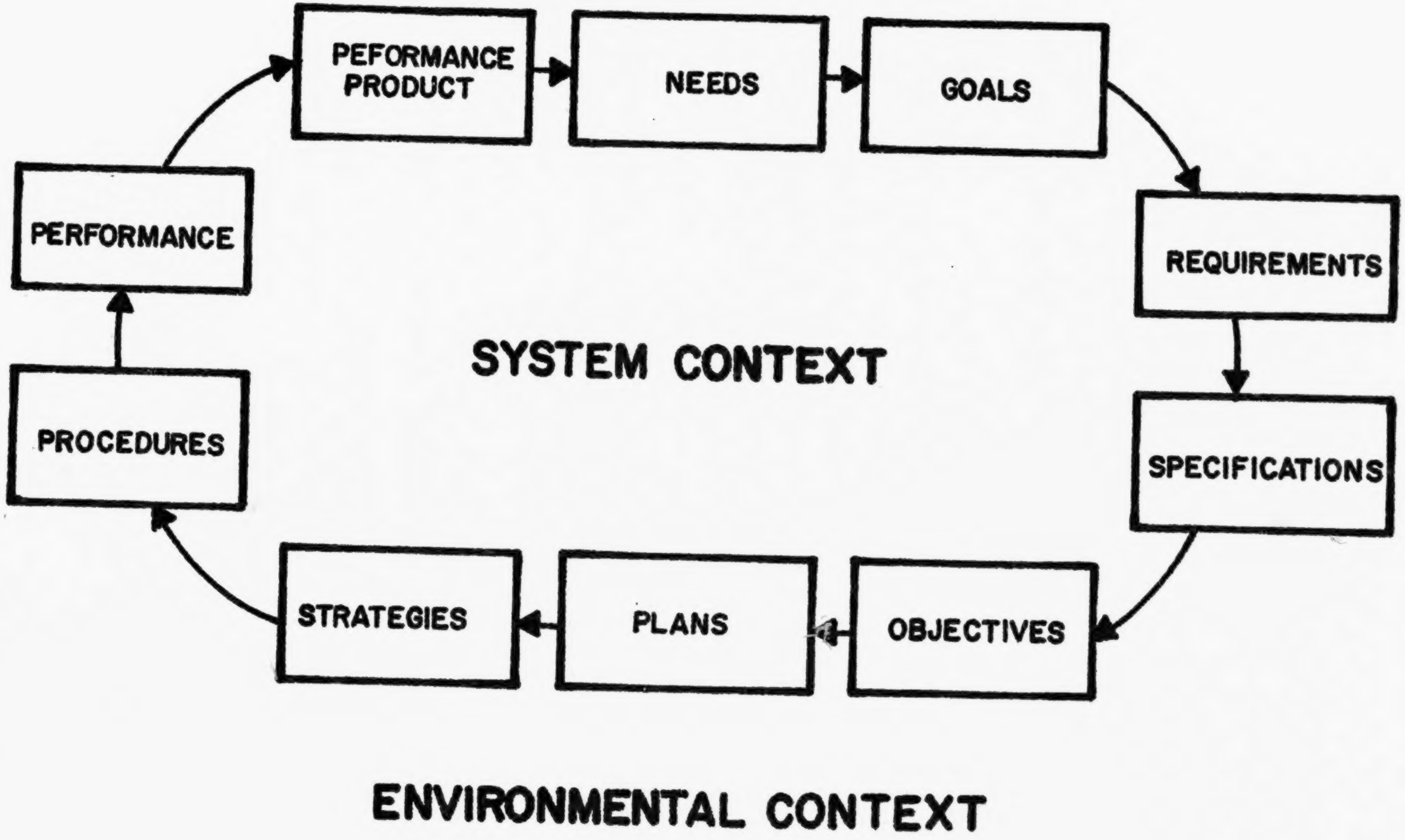
Analysis of Performance Cycle FIGURE 6


Performance Requirements
Performance Specifications
Performance Objectives
Plans & Strategies
Demonstrated Performance
Evaluation of Performance
Fulfillment of Requirements
Attainment of Goals
Satisfactions of Needs
Patterns of Behavioral Change
New or Un-met Needs
New or Redefined Goals
Feedback

Centrality of Feedback
in the Communication Network

A GENERIC MANAGEMENT MODEL

FIGURE 7


PEFORMANCE PRODUCT
NEEDS
GOALS
REQUIREMENTS
SPECIFICATIONS
OBJECTIVES
PLANS
STRATEGIES
PROCEDURES
PERFORMANCE
SYSTEM CONTEXT
ENVIRONMENTAL CONTEXT

are common to the problem-solving model revealed in FIGURE 5 and the analysis of performancy cycle revealed as FIGURE 6. The following sequence of events are outlined:

1. The assessment and justification of needs in terms of validity criteria lead to the structuring of new and/or the redefinition of existing goals.
2. The definition of goals stimulate policy formulation and the resulting policy decisions establish performance requirements which are delegated to management.
3. Management must analyze the performance requirements in order that it can define a complete array of performance specifications which can be used to explain the performance requirements.
4. The specifications are classified and categorized according to levels of organization and a hierarchy of performance objectives can be defined in measurable terms.
5. Performance objectives are the fundamental bases of plans--each outlines a course of action and details appropriate management controls.
6. Plans must be verified in terms of the performance context and the action sequence (strategy) which has been developed to accomplish the objective.

(It should be noted that a plan is the best alternative solution which will fully satisfy the specifications. A strategy, on the other hand, embodies the communication elements, education and motivation required to make the plan work in terms of required compromises, adaptations, adjustments and consessions.)

7. A strategy which has been validated through feedback and control is a reliable management procedure for the achievement of objectives.
8. The establishment of a management procedure facilitates the achievement of performance consistency in spite of internal and external constraints on performance.
9. The resulting performance can be evaluated to determine the effectiveness of performance in terms of established criteria.
10. The achievement of desired levels of performance proficiency produces

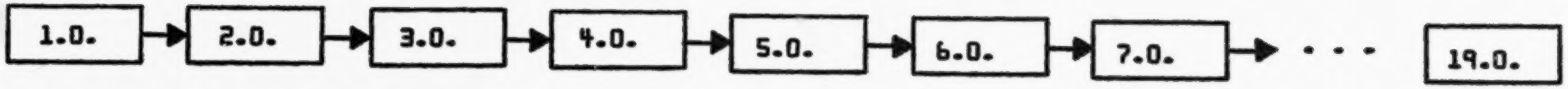
change. Such change will produce new needs which, when justified, will stimulate the formulation of new goals, and the cyclic phenomenon will continue.

III. DEVELOPING A FRAMEWORK FOR ACTION

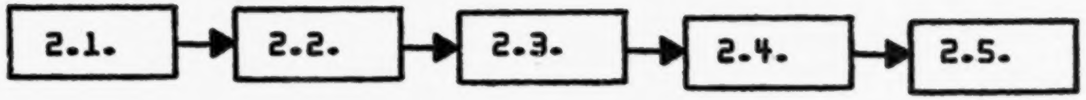
A framework for action can be developed as a result of system analysis. The mission, functional and task analyses furnish the basis from which network-based management procedures can be developed. FIGURE 8 reveals the process involved in the preparation of integrated performance networks. The basic level of functional analysis is represented by the mission profile. The second level of functional analysis is performed in order that a strategy might be formulated to complete each activity represented in the mission profile (see the second level of analysis outlined in FIGURE 8). The third level of functional analysis represented in FIGURE 8 depicts an orderly process by which the steps represented in the second level analysis may be accomplished. Let us trace the process by which logical analyses products may be developed into network-based management procedures.

PREPARATION OF INTEGRATED PERFORMANCE NETWORKS

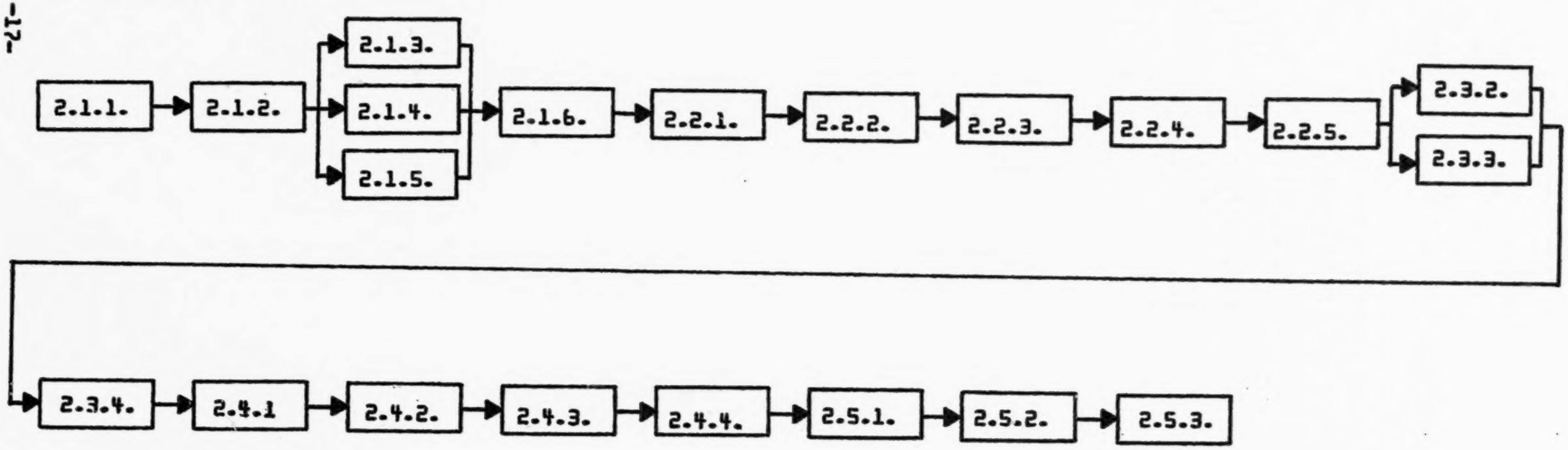
MISSION PROFILE: FIRST LEVEL OF ANALYSIS


1.0.
2.0.
3.0.
4.0.
5.0.
6.0.
7.0.
. . .
19.0.

SECOND LEVEL OF ANALYSIS


2.1.
2.2.
2.3.
2.4.
2.5.

THIRD LEVEL OF ANALYSIS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2.4.3.
2.4.4.
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2.5.3.

Logical Analyses And Network-Based Management Procedures

Developing Logical Strategies. As previously indicated, the mission profile represents a logical strategy for mission accomplishment. When it is thoroughly developed, each function in the profile represents a milestone activity in mission accomplishment.

A strategy for completing each milestone activity depicted in the mission profile must be developed as the second level of logical analysis. Using an approach which features proof by analysis requires that one refine all second level logical strategies until they are consistent with the first level strategy. Feedback and iteration processes are employed to maintain internal consistency. After a performance strategy is developed for the first milestone activity, a strategy for the second, third, fourth, etc. is developed. Upon completion of a strategy for each milestone activity, the strategy is made internally consistent with all strategies previously developed. Thus, upon completion of the second level of analysis (development of strategies for each milestone activity in the mission profile) the first level analysis product has been verified as a synthesis product.

The third level of analysis requires that strategies be developed for the accomplishment of every second level performance step that is identified in the second level strategies. It may be that a strategy can no longer be specified, but rather that discrete tasks can be defined for the accomplishment of a specific second level performance step. The primary difference between a function and a task, thus, resides in the fact that a function requires a strategy for completion, whereas a task is a defined unit of work which can be completely explained and executed without the evolution of a strategy.

The third level of analysis validates second level strategies and refines the overall strategy for mission accomplishment to the state which enables the analyst to develop a complete explanation of mission accomplishment.

The primary objective of logical analysis and synthesis techniques, when applied to a mission, is the derivation of a system of explanation and the evolution of a logical strategy for mission accomplishment. The strategy is a synthesis product which has been evolved using a proof by analysis.

No proof should be developed beyond the state that is required to explain the functional and organizational aspects of the strategy as it relates to the performance context in which it is to be made operable.

Functional Flow Block Diagram Techniques. The most beneficial diagram format techniques are those which enable the development of plans and strategies that are arranged in linear sequence. The linear sequence, when it is orderly arranged and formated from left to right in horizontal arrangement, presents a style with which most humans are accustomed. When a functional flow block diagram is formated in this style, each unit of format should represent a level of logical analysis. No format should extend beyond that level required to completely explain mission accomplishment. Thus, a functional flow block diagram should present all of the essential performance steps which can be defined and, when strategically arranged, it presents a planned approach to mission accomplishment.

In addition, when a functional flow block diagram is arranged in a linear, horizontal format, it can be readily transformed into a network-based management plan that features most of the strengths indigenous to

PERT, CPM and Precedence Analysis. The network so evolved can be readily adapted to most computer programs and thus, it can serve as a simulation base for complex problem analysis. The essential feature of such networks is that they possess an activity orientation; that is, they are oriented and structured in terms of required performance activities. This orientation is a functional requirement for both management and communication purposes.

Activity networks can be banded; that is, the activities of the network can be arranged in horizontal bands which represent levels of organization and/or functioning. For example, activities to be performed by policy-makers, managers, administrators, operations, or performance units can be related sequentially but in bands. Such a network can be completed using the third level analysis depicted in FIGURE 8. The resulting network is revealed in FIGURE 9.

The Development of Additional Tools. When a functional flow block diagram is arranged in a horizontal format and, subsequently, a network-based management plan is evolved then additional tools may be required to achieve maximum productivity. These tools may be described as follows:

1. Performance Description Chart (See FIGURE 10). A performance description chart reveals event numbers (when the network is to be computer adapted), activity numbers, activity titles, time estimations, cost estimations, scheduled dates for performance, and identification of the unit of performance which is assigned responsibility for completion of the activity.

2. Function and Tasks Chart (See FIGURE 11). A function and tasks chart outlines the functions on the horizontal level. (These functions are the activities outlined in the performance strategies.) The tasks (units of work) required to complete each function are outlined in an ordered sequence below specific functions identified on the horizontal axis of the chart.

FIGURE 9

AN EXAMPLE OF A BANDED PERFORMANCE NETWORK

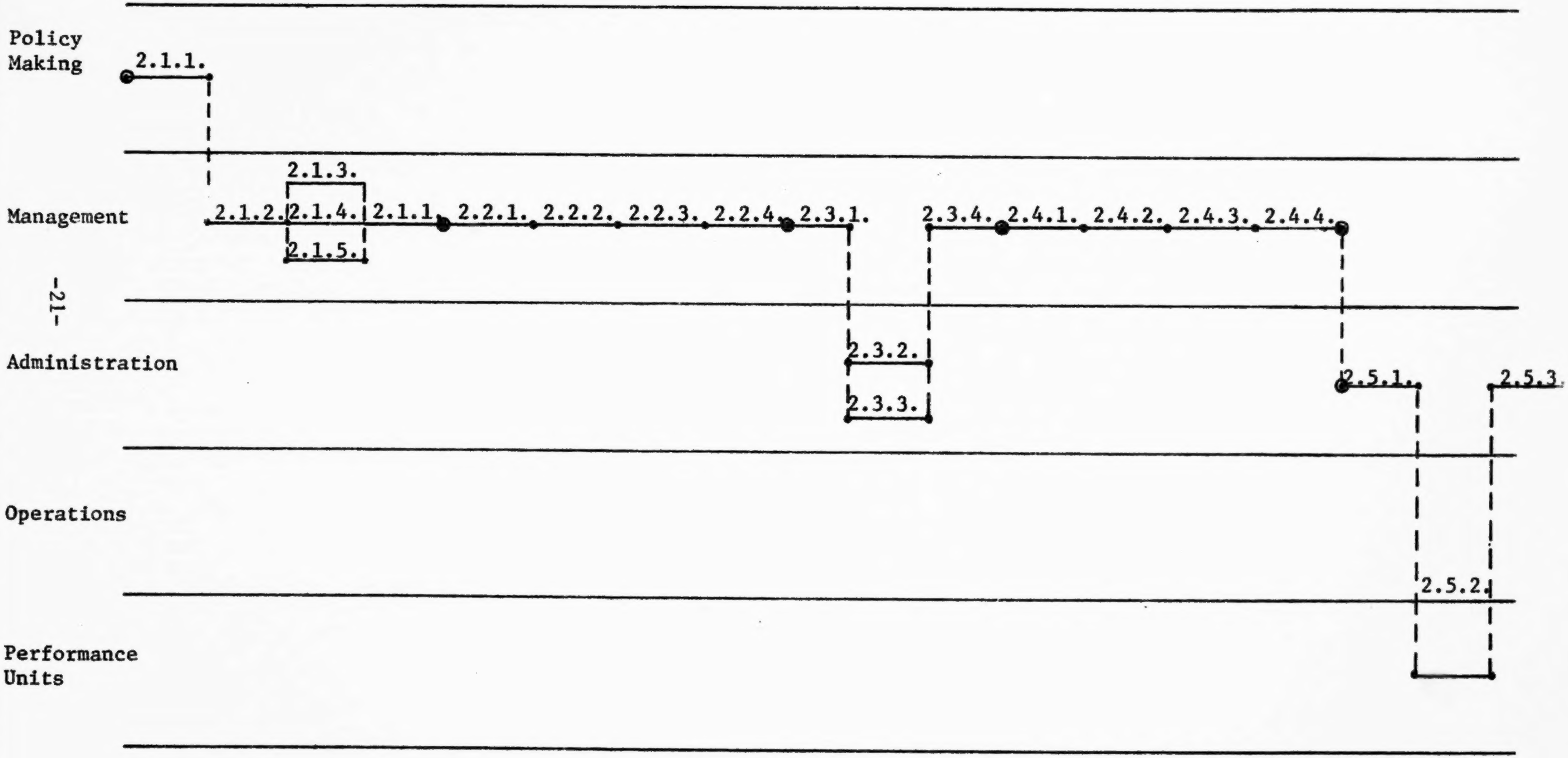

Policy Making
Management
Administration
Operations
Performance Units
2.1.1.
2.1.2.
2.1.3.
2.1.4.
2.1.5.
2.1.1.
2.2.1.
2.2.2.
2.2.3.
2.2.4.
2.3.1.
2.3.2.
2.3.3.
2.3.4.
2.4.1.
2.4.2.
2.4.3.
2.4.4.
2.5.1.
2.5.2.
2.5.3.

FIGURE 10
PERFORMANCE DESCRIPTION CHART

EVENT NUMBER	ACTIVITY NUMBER	PERFORMANCE ACTIVITY TITLE	TIME	COSTS	SCHEDULE DATES	PERFORMANCE UNIT

FIGURE 11
FUNCTIONS AND TASKS CHART

NUMBER AND TITLE OF FUNCTIONS TO BE PERFORMED		
Tasks:	Tasks:	Tasks:

3. A Methods-Means Assessment Form (See FIGURE 12). A methods-means assessment form facilitates the selection of the most efficient and effective methods-means alternative in terms of advantages and disadvantages which can be related to performance requirements. The methods-means assessed are indexed using the activity numbers detailed in the management network.

4. Activity and Methods-Means Chart (See FIGURE 13). Each activity is outlined on the horizontal axis of the sheet and related methods-means alternatives for completing the activity are outlined in vertical sequence under each identified activity.

5. Performance Probability Estimation Chart (See FIGURE 14). The methods-means alternatives which have been identified for completion of an activity must be reduced to a priority methods-means. A decision is therefore required and the methods-means alternative selected must offer the highest probability of completing the activity to the desired level of performance proficiency. This would be a simple determination if it were not for the necessity of assigning different weight to the criticality, feasibility, relevancy, practicality, and acceptability criteria being utilized in decision making. Weight determination for criteria is predicated upon appraisals of the context, capabilities, and capabities relative to performance.

Thus, a performance probability estimation chart is arranged so that the performance objectives are depicted along the top of the sheet on the horizontal axis. The methods-means alternatives are arranged along the vertical axis in a column near the lefthand margin. The entire chart is developed into a grid in which a manager places his probability estimations when a particular objective is compared to an alternative methods-means. The range of estimates used extend from 0.0 to 1.0. A probability estimation of 1.0 would infer that the alternative methods-means could accomplish the specified objective when optimal performance conditions are maintained in a specific performance context. The manager can, in turn, utilize the completed chart in support of policy-formulation recommendations.

FIGURE 12
METHODS-MEANS ASSESSMENT FORM

Performance Activity Number	Performance Requirements	Methods-Means Alternatives	Advantages	Disadvantages

FIGURE 13
ACTIVITY AND METHODS-MEANS CHART

NUMBER AND TITLE OF ACTIVITY TO BE PERFORMED		
Methods-Means:	Methods-Means:	Methods-Means:

FIGURE 14
PERFORMANCE PROBABILITY ESTIMATION CHART

Methods-Means Alternatives	PERFORMANCE OBJECTIVES									

Network-Based Management Plans. The achievement of an interface between functional analysis techniques, functional flow block diagram techniques and network techniques will eliminate the need for the functional flow block diagram as it is being conventionally utilized. All functional flow block diagrams will be developed in a linear, horizontal format. Each diagram will represent a plan for accomplishing the activities outlined in each strategy. Each strategy will represent a synthesis product of a specific level of performance analysis.

The functional flow block diagrams can be integrated into network-based management plans which can be depicted on sequential 11" x 25" fold-out sheets which can be incorporated in management manuals. Thus, the technique will facilitate the elimination of large and unwieldly charts.

The primary feature of the network-based management plan is that the plan will consist of two network levels: (1) a network-based management plan depicting the mission level of analysis. This plan will also feature critical milestone events which are of particular interest to managers; and (2) a network-based plan of performance which depicts second and third level performance strategies.

Small circles will be enscribed around the beginning node for the first activity and the end node for the final activity in third level strategies (See FIGURE 9). The series of third level strategies which complete a second level strategy will be arranged on a single sheet. Thus, individual activities can be represented in a time phase along the metered sheet. The title and number of each activity is depicted above the line used to designate the time phase for completion of that activity.

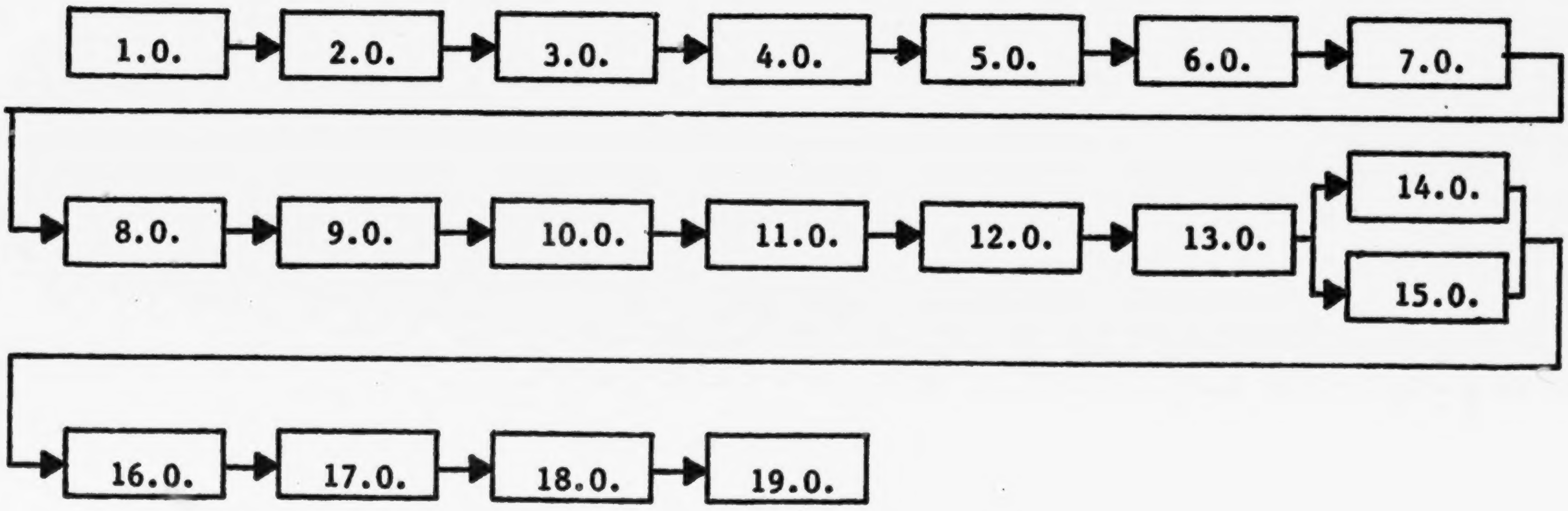
Thus, a network-based management plan will consist of a single sheet depicting all mission level activities and events. Additional sheets will be added to depict every second level strategy which is required to explain mission accomplishment. This type of network-based management plan completely eliminates the need for vertically-arranged functional flow block diagram techniques. Further, the new techniques represent a significant departure from existing techniques in that they have been tailored to meet the needs of planners and managers. In addition, they offer a more realistic approach to management and communication requirements. The time, cost, and scheduling benefits are retained and, in addition, management responses can be made in shorter periods of real time due to simplification of procedures.

IV.

PLANNING, DEVELOPING AND IMPLEMENTING TITLE III, ESEA PROJECTS

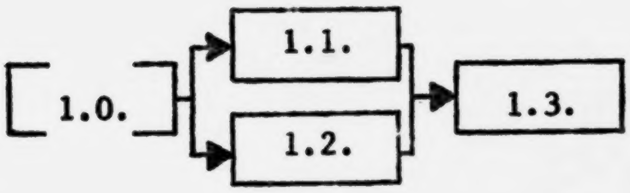
MISSION PROFILE

1.0. DEVELOP AN AWARENESS OF EDUCATIONAL PROBLEMS
2.0. SECURE REPRESENTATIVE INVOLVEMENT
3.0. VALIDATE EDUCATIONAL NEEDS
4.0. PREPARE NEED PROBLEM REPORT(S)
5.0. DETERMINE PRIORITIES FOR ACTION
6.0. DETERMINE PERFORMANCE REQUIREMENTS
7.0. DEVELOP FRAMEWORK FOR ACTION
8.0. DEVELOP MASTER PLAN
9.0. DEVELOP PERFORMANCE STRATEGY
10.0. DEVELOP EVALUATION PROCEDURES
11.0. DETERMINE INPUT REQUIREMENTS
12.0. DEVELOP PROJECT PROPOSAL
13.0. SUBMIT PROJECT APPLICATION
14.0. IMPLEMENT READY PLAN
15.0. NEGOTIATE PROJECT APPROVAL
16.0. IMPLEMENT APPROVED PROJECT
17.0. MANAGE PROJECT PERFORMANCE
18.0. DETERMINE PERFORMANCE EFFECTIVENESS
19.0. DISSEMINATE PROJECT RESULTS



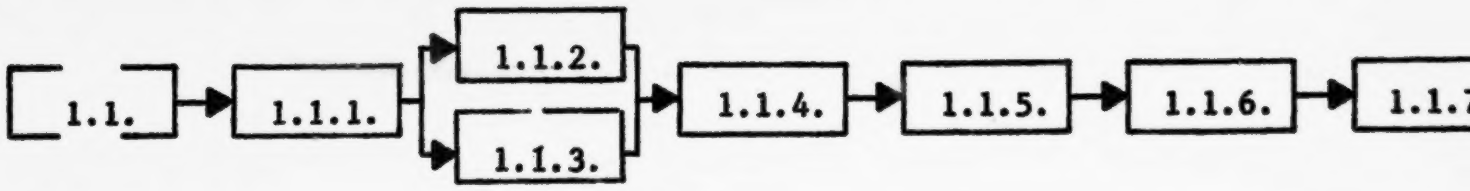
1.0. DEVELOP AN AWARENESS OF EDUCATIONAL PROBLEMS

1.1. SENSE EDUCATIONAL SYSTEM ENVIRONMENT
1.2. ANALYZE EDUCATIONAL PERFORMANCE
1.3. IDENTIFY EDUCATIONAL PROBLEMS



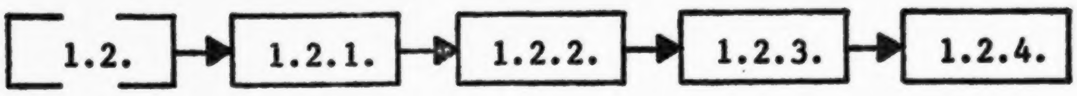
1.1. SENSE EDUCATIONAL SYSTEM ENVIRONMENT

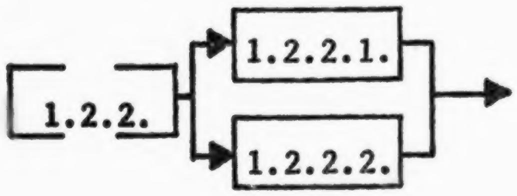
1.1.1. ESTABLISH ENVIRONMENTAL SENSING NETWORK
1.1.2. SENSE ENVIRONMENTAL CHANGES
1.1.3. PERCEIVE CHANGING STRUCTURES
1.1.4. CONCEPTUALIZE EVOLVING PROBLEMS
1.1.5. IDENTIFY ENVIRONMENTAL NEEDS
1.1.6. STUDY CAUSAL MECHANISMS
1.1.7. DESCRIBE ENVIRONMENTAL NEEDS



1.2. ANALYZE EDUCATIONAL PERFORMANCE

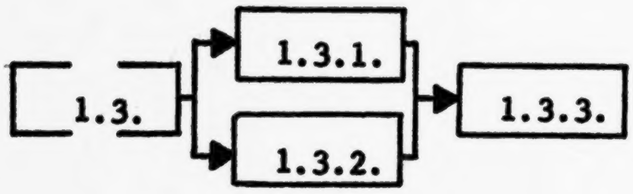
1.2.1. DETERMINE EDUCATIONAL PERFORMANCE REQUIREMENTS
1.2.2. ANALYZE EDUCATIONAL PERFORMANCE
  1.2.2.1. ANALYZE DEMONSTRATED PERFORMANCE
  1.2.2.2. ANALYZE REQUIRED PERFORMANCE
1.2.3. DETERMINE PERFORMANCE EFFECTIVENESS
1.2.4. DEFINE PERFORMANCE INADEQUACIES





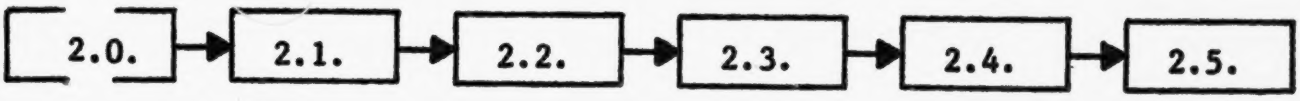
1.3. PERCEIVE EDUCATIONAL PROBLEMS

1.3.1. APPRAISE ENVIRONMENTAL NEEDS (1.1.7.)
1.3.2. APPRAISE PERFORMANCE INADEQUACIES (1.2.4.)
1.3.3. IDENTIFY EDUCATIONAL PROBLEM PERCEPTIONS



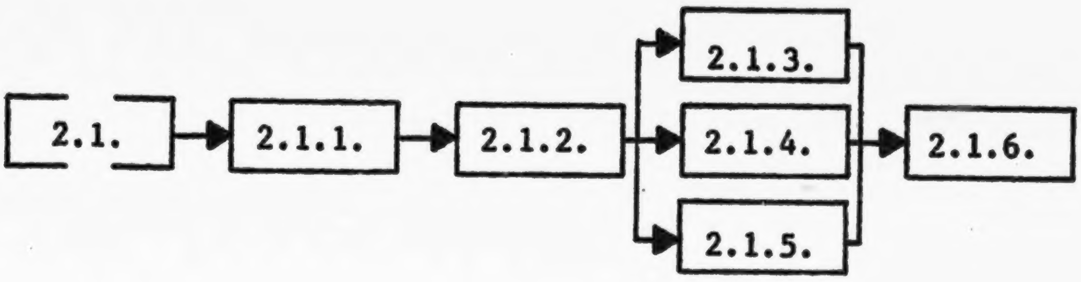
2.0. SECURE REPRESENTATIVE INVOLVEMENTS

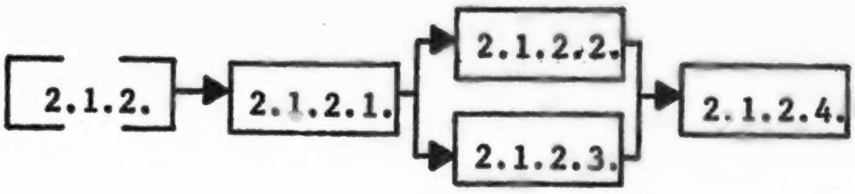
2.1. DETAIL INVOLVEMENT OPPORTUNITIES
2.2. DESCRIBE OPERATIONAL CONTEXT
2.3. DETERMINE INVOLVEMENT REQUIREMENTS
2.4. ESTABLISH INVOLVEMENT INCENTIVE STRUCTURE
2.5. SECURE REPRESENTATIVE TASK FORCE INVOLVEMENT



2.1. DETAIL INVOLVEMENT OPPORTUNITIES

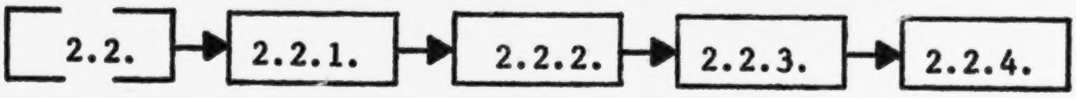
2.1.1. FORMULATE STATEMENT OF GOAL(S)
2.1.2. APPROXIMATE EXPECTED PERFORMANCE
    2.1.2.1. IDENTIFY PERFORMANCE MILESTONES
    2.1.2.2. DESCRIBE ANTICIPATED FUNCTIONS
    2.1.2.3. DESCRIBE RELATED TASKS
    2.1.2.4. SPECIFY METHODS-MEANS ALTERNATIVES
2.1.3. ANTICIPATE PERFORMANCE RESPONSIBILITIES
2.1.4. CONCEPTUALIZE FUNCTIONAL PROCEDURES
2.1.5. IDENTIFY PERFORMANCE UNITS
2.1.6. PREPARE OPPORTUNITIES DESCRIPTION(S)

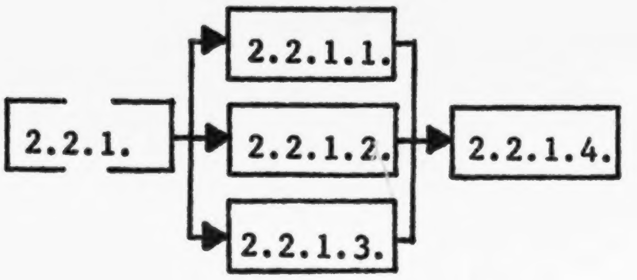


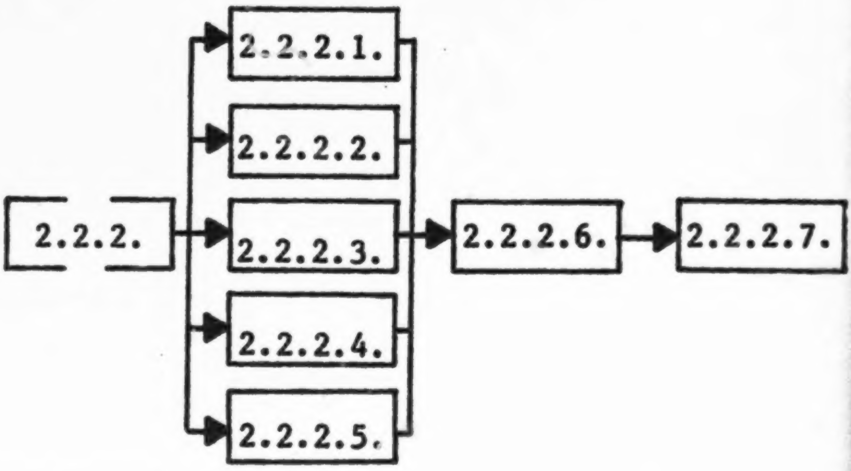


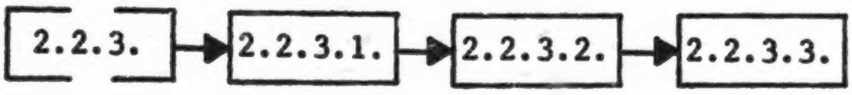
2.2. DESCRIBE OPERATIONAL CONTEXT

- 2.2.1. DESCRIBE GOAL STRUCTURE
  - 2.2.1.1. DELINEATE EDUCATIONAL SYSTEM GOALS
  - 2.2.1.2. DELINEATE EDUCATIONAL PROGRAM GOALS
  - 2.2.1.3. DELINEATE PACE PROGRAM GOALS (REFER: PUBLIC LAW 89-10)
  - 2.2.1.4. DESCRIBE GOAL STRUCTURE
- 2.2.2. DESCRIBE ORGANIZATIONAL STRUCTURE
  - 2.2.2.1. DEFINE POLICY-MAKING STRUCTURE
  - 2.2.2.2. DEFINE MANAGEMENT STRUCTURE
  - 2.2.2.3. DEFINE ADMINISTRATION STRUCTURE
  - 2.2.2.4. DEFINE OPERATIONS STRUCTURE
  - 2.2.2.5. DEFINE PERFORMING UNITS
  - 2.2.2.6. DEFINE ORGANIZATIONAL STRUCTURE
  - 2.2.2.7. ASSESS FUNCTIONAL RELATIONSHIPS
- 2.2.3. DESCRIBE FUNCTIONAL PERFORMANCE
  - 2.2.3.1. DESCRIBE FUNCTIONAL RELATIONSHIPS
    - 2.2.3.1.1. DESCRIBE CULTURAL RELATIONSHIPS
    - 2.2.3.1.2. DESCRIBE SCHOOL-COMMUNITY INTERACTION
    - 2.2.3.1.3. DESCRIBE PRINCIPAL AREAS OF CONCERN
  - 2.2.3.2. DESCRIBE EDUCATIONAL CONTEXT
    - 2.2.3.2.1. DESCRIBE SCHOOL PLANT AND FACILITIES
    - 2.2.3.2.2. DESCRIBE SCHOOL LEADERSHIP
    - 2.2.3.2.3. DESCRIBE SCHOOL STAFF
    - 2.2.3.2.4. DESCRIBE STUDENT POPULATION
  - 2.2.3.3. DESCRIBE EDUCATIONAL DECISION MAKING
    - 2.2.3.3.1. DESCRIBE INFLUENCING FACTORS
    - 2.2.3.3.2. DESCRIBE KEY FUNCTIONARIES
- 2.2.4. FORMULATE OPERATIONAL CONTEXT DESCRIPTION



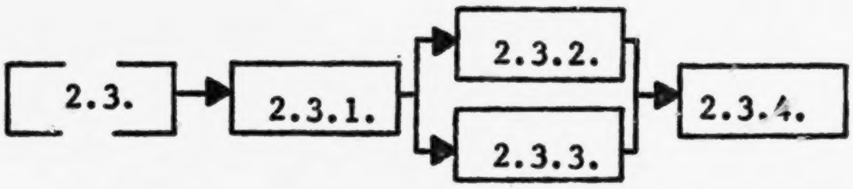






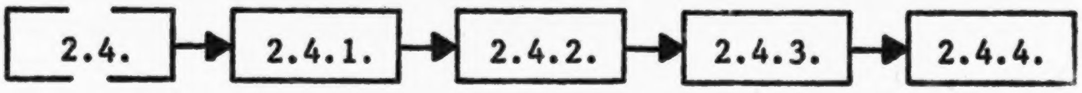
2.3. DETERMINE INVOLVEMENT REQUIREMENTS

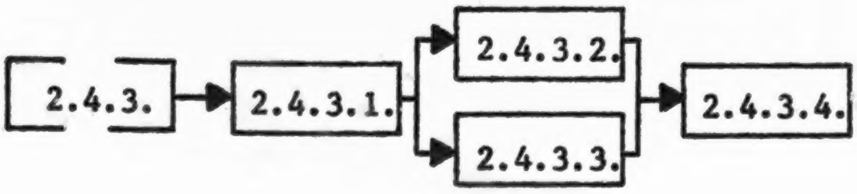
- 2.3.1. FORMULATE INVOLVEMENT DEFINITIONS
    - 2.3.1.1. DEFINE COMMITMENT LEVEL REQUIREMENTS
    - 2.3.1.2. DEFINE ADOPTION LEVEL REQUIREMENTS
    - 2.3.1.3. DEFINE APPROVAL LEVEL REQUIREMENTS
    - 2.3.1.4. DEFINE PARTICIPATION LEVEL REQUIREMENTS
- 2.3.2. ASSESS INDIVIDUAL PERFORMANCE EXPECTATIONS
- 2.3.3. ASSESS INDIVIDUAL PERFORMANCE REQUIREMENTS
- 2.3.4. DEFINE INVOLVEMENT REQUIREMENTS



2.4. ESTABLISH INVOLVEMENT INCENTIVE STRUCTURE

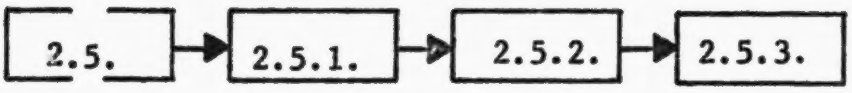
- 2.4.1. ANTICIPATE INVOLVEMENT ADVANTAGES
- 2.4.2. SPECIFY INVOLVEMENT MOTIVES
    - 2.4.2.1. SPECIFY SYSTEM MOTIVES
    - 2.4.2.2. SPECIFY PERSONAL MOTIVES
- 2.4.3. ASSESS INVOLVEMENT CONSEQUENCES
    - 2.4.3.1. IDENTIFY PRIORITY MOTIVES
    - 2.4.3.2. ANALYZE NEED RELATIONSHIPS
    - 2.4.3.3. ANALYZE GOAL RELATIONSHIPS
    - 2.4.3.4. DEFINE MOTIVE RELATIONSHIPS
- 2.4.4. ESTABLISH INCENTIVE STRUCTURE





2.5. SECURE REPRESENTATIVE TASK FORCE INVOLVEMENT

- 2.5.1. RECRUIT REPRESENTATIVE PARTICIPANTS
  - 2.5.1.1. IDENTIFY INVOLVEMENT AREAS
  - 2.5.1.2. DEFINE INVOLVEMENT REQUIREMENTS
  - 2.5.1.3. IDENTIFY KEY FUNCTIONARIES
  - 2.5.1.4. DEVELOP RECRUITMENT PROCEDURES
  - 2.5.1.5. IMPLEMENT RECRUITMENT PROCEDURES
  - 2.5.1.6. RECRUIT KEY REPRESENTATIVES
- 2.5.2. SECURE PERFORMANCE COMMITMENTS
  - 2.5.2.1. DISCUSS PERFORMANCE ROLE
  - 2.5.2.2. ESTABLISH ROLE UNDERSTANDING
  - 2.5.2.3. DESCRIBE INVOLVEMENT CONSEQUENCES
  - 2.5.2.4. SECURE INDIVIDUAL PERFORMANCE COMMITMENT(S)
- 2.5.3. ORGANIZE PROJECT TASK FORCE(S)
  - 2.5.3.1. SELECT TASK FORCE MEMBERS
  - 2.5.3.2. ASSIGN FUNCTIONAL RESPONSIBILITIES
  - 2.5.3.3. ORIENT TASK FORCE MEMBERS
  - 2.5.3.4. ORGANIZE TASK FORCE EFFORT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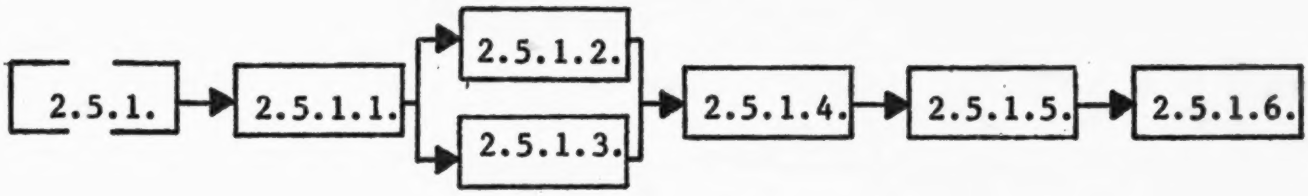
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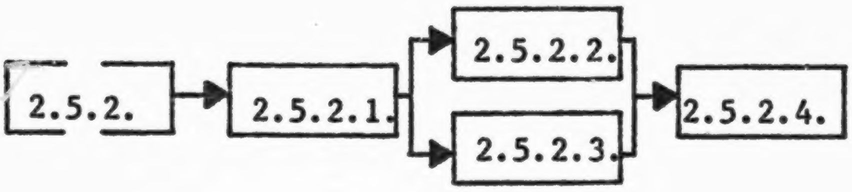
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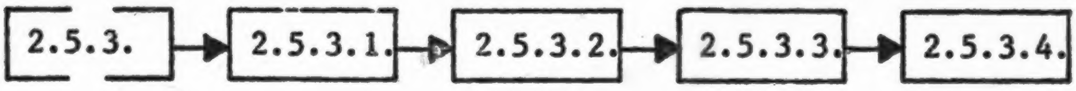
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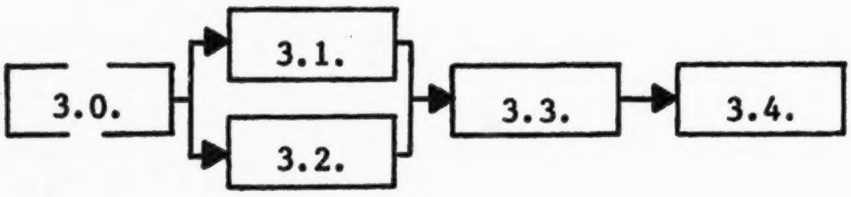
PARTICIPATION – ANY REQUIRED, GOAL-ORIENTED MODE OF HUMAN BEHAVIOR THAT CAN BE DEFINED IN MEASURABLE PERFORMANCE TERMS

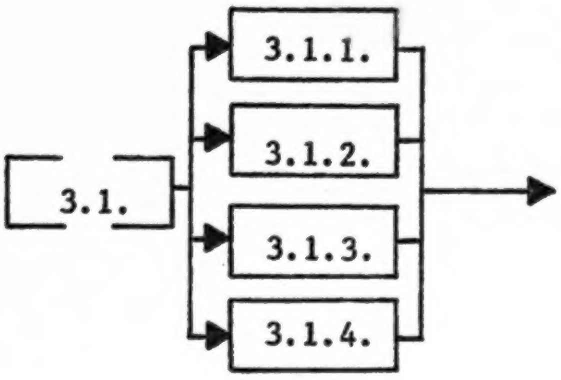
3.0. VALIDATE EDUCATIONAL NEEDS

3.1. FORMULATE ASSESSMENT DEFINITIONS
3.2. DEVELOP ASSESSMENT STRATEGY
3.3. ASSESS EDUCATIONAL NEEDS
3.4. VALIDATE EDUCATIONAL NEEDS



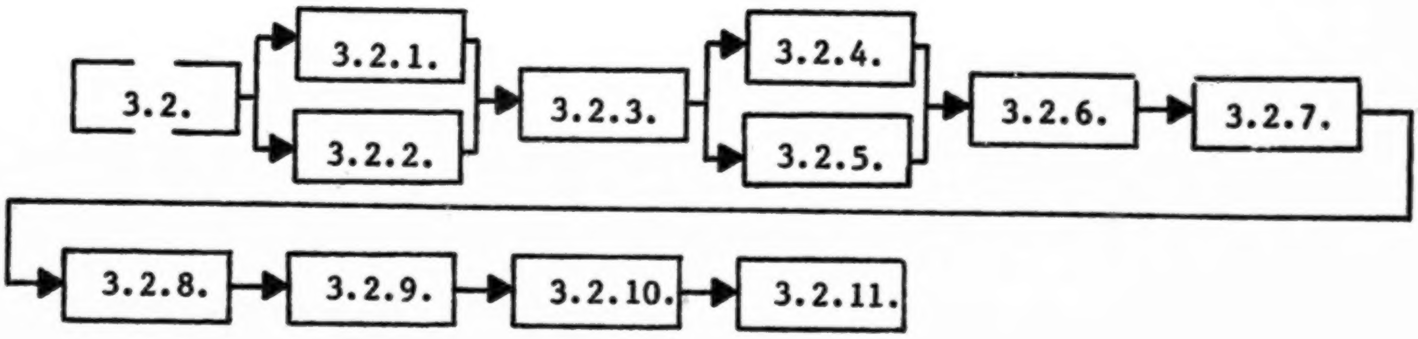
3.1. FORMULATE ASSESSMENT DEFINITIONS

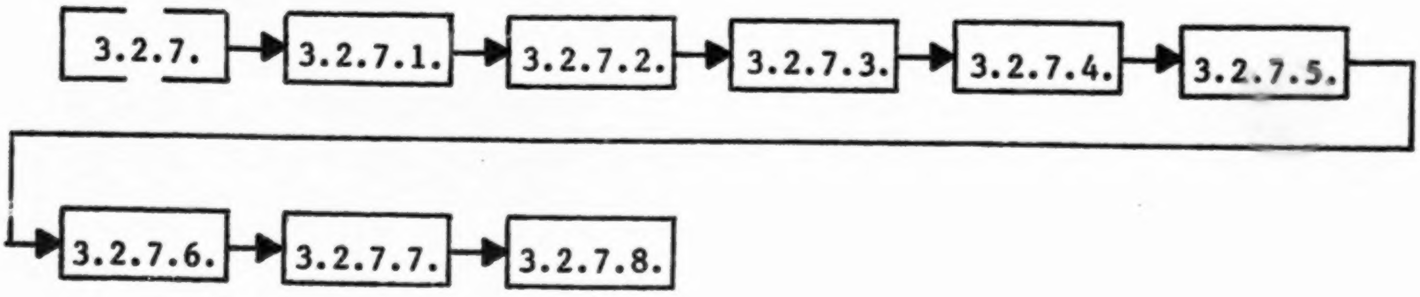
- 3.1.1. FORMULATE ASSESSMENT CONTEXT DEFINITIONS
  - 3.1.1.1. DEFINE EDUCATIONAL NEED
  - 3.1.1.2. DEFINE NEED ASSESSMENT
  - 3.1.1.3. DEFINE EDUCATIONAL CONTEXT
    - 3.1.1.3.1. DEFINE ASSESSMENT SITUATIONS
    - 3.1.1.3.2. DEFINE ASSESSMENT CONDITIONS
    - 3.1.1.3.3. DEFINE ASSESSMENT CHARACTERISTICS
- 3.1.2. FORMULATE ASSESSMENT AND PRIORITY SETTING CRITERIA
  - 3.1.2.1. DEFINE RELEVANCY CRITERIA
  - 3.1.2.2. DEFINE CRITICALITY CRITERIA
  - 3.1.2.3. DEFINE FEASIBILITY CRITERIA
  - 3.1.2.4. DEFINE PRACTICALITY CRITERIA
  - 3.1.2.5. DEFINE ACCEPTABILITY CRITERIA
- 3.1.3. FORMULATE CULTURAL VARIABLES DEFINITIONS
  - 3.1.3.1. DEFINE CULTURAL VALUES
  - 3.1.3.2. DEFINE DEMOGRAPHIC FACTORS
  - 3.1.3.3. DEFINE CULTURAL INDICATORS
    - 3.1.3.3.1. DEFINE SOCIAL INDICATORS
    - 3.1.3.3.2. DEFINE POLITICAL INDICATORS
    - 3.1.3.3.3. DEFINE ECONOMIC INDICATORS
  - 3.1.3.4. DEFINE ORGANIZATIONAL STRUCTURE
  - 3.1.3.5. DEFINE DECISION-MAKING STRUCTURES
- 3.1.4. FORMULATE EDUCATIONAL VARIABLES DEFINITIONS
  - 3.1.4.1. DEFINE PERSONALITY VARIABLES
  - 3.1.4.2. DEFINE PROCESS VARIABLES
  - 3.1.4.3. DEFINE PRODUCT VARIABLES



3.2. DEVELOP ASSESSMENT STRATEGY

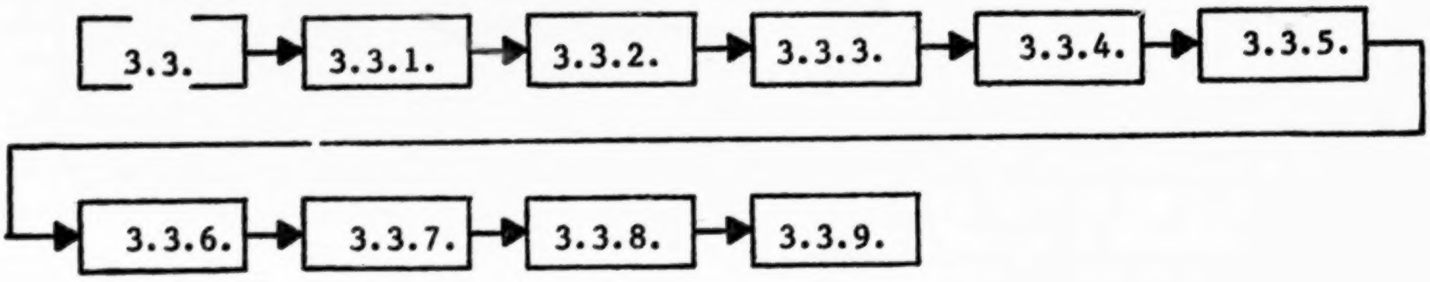
- 3.2.1. SPECIFY ASSESSMENT OBJECTIVES
- 3.2.2. DEFINE VALUE-BASED ASSESSMENT CRITERIA
- 3.2.3. SELECT/CREATE ASSESSMENT MODEL(S)
- 3.2.4. SELECT/CREATE MEASUREMENT INSTRUMENTS
- 3.2.5. DEVELOP ASSESSMENT PROCEDURES
- 3.2.6. IMPLEMENT ASSESSMENT PROCEDURES
- 3.2.7. APPRAISE ASSESSMENT RESULTS
  - 3.2.7.1. ANALYZE NEED CONTEXT
  - 3.2.7.2. IDENTIFY NEED PROBLEM ELEMENTS
  - 3.2.7.3. APPRAISE RELEVANT INFORMATION
  - 3.2.7.4. CORRECT INFORMATIONAL BIASES
  - 3.2.7.5. ESTABLISH WEIGHTING CRITERIA
  - 3.2.7.6. WEIGHT DECISION ELEMENTS
  - 3.2.7.7. VALUATE KNOWN FACTORS
  - 3.2.7.8. IDENTIFY AND ISOLATE UNKNOWN FACTORS
- 3.2.8. ASSESS PREVIOUSLY UNKNOWN FACTORS IN CONTEXT
- 3.2.9. RE-APPRAISE ASSESSMENT RESULTS
- 3.2.10. DEFINE UN-MET EDUCATIONAL NEEDS
- 3.2.11. INVESTIGATE PROBABLE CAUSES
  - 3.2.11.1. IDENTIFY PROCESS RELATIONSHIPS
  - 3.2.11.2. IDENTIFY PRODUCT RELATIONSHIPS
  - 3.2.11.3. IDENTIFY OTHER RELATIONSHIPS





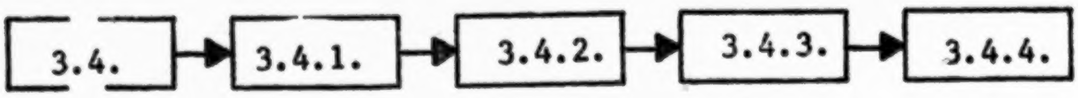
3.3. ASSESS EDUCATIONAL NEEDS

- 3.3.1. ANALYZE ASSESSMENT STRATEGY
- 3.3.2. DETERMINE FUNCTIONAL REQUIREMENTS
  - 3.3.2.1. DETERMINE PERFORMANCE REQUIREMENTS
  - 3.3.2.2. DETERMINE METHODS-MEANS REQUIREMENTS
  - 3.3.2.3. DETERMINE INPUT REQUIREMENTS
  - 3.3.2.4. DETERMINE MANAGEMENT REQUIREMENTS
  - 3.3.2.5. DETERMINE OUTPUT REQUIREMENTS
- 3.3.3. ACQUIRE FUNCTIONAL REQUIREMENTS
- 3.3.4. ALLOCATE FUNCTIONAL REQUIREMENTS
- 3.3.5. CONDUCT PERFORMANCE TRIAL
- 3.3.6. DETERMINE STRATEGY EFFECTIVENESS
- 3.3.7. ADJUST ASSESSMENT STRATEGY
- 3.3.8. IMPLEMENT REVISED STRATEGY
- 3.3.9. ASSESS EDUCATIONAL NEEDS



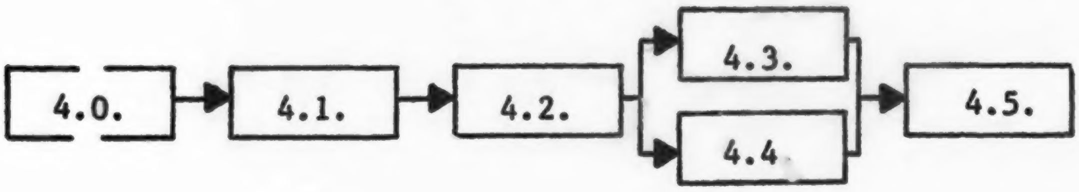
3.4. VALIDATE EDUCATIONAL NEEDS

- 3.4.1. EVALUATE ASSESSMENT EVIDENCE
- 3.4.2. DOCUMENT UN-MET EDUCATIONAL NEEDS
  - 3.4.2.1. CONDUCT LITERATURE SURVEY
  - 3.4.2.2. SOLICIT EXPERT OPINION
  - 3.4.2.3. REVIEW RELATED NEED PROBLEM EVIDENCE
    - 3.4.2.3.1. REVIEW ERIC ABSTRACTS
    - 3.4.2.3.2. REVIEW PROJECT REPORTS
    - 3.4.2.3.3. VISIT ACTIVE PROJECTS
    - 3.4.2.3.4. REVIEW RESEARCH REPORTS
    - 3.4.2.3.5. REVIEW TECHNICAL LITERATURE
    - 3.4.2.3.6. REVIEW PROFESSIONAL PUBLICATIONS
    - 3.4.2.3.7. ATTEND PROFESSIONAL MEETINGS
    - 3.4.2.3.8. REVIEW IN-SERVICE PROGRAMS
- 3.4.3. INTEGRATE DOCUMENTATION STATEMENT
- 3.4.4. DETERMINE NEED VALIDITY



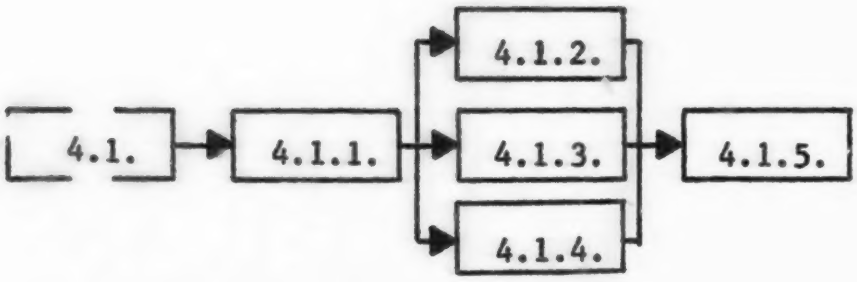
4.0. PREPARE NEED PROBLEM REPORT(S)

4.1. DETERMINE RELEVANT NEED INFORMATION
4.2. CONDUCT ENVIRONMENTAL ANALYSIS
4.3. DEFINE NEED PROBLEM CONTEXT
4.4. DEFINE RELATED CHANGE CONTEXT
4.5. PREPARE NEED PROBLEM REPORT(S)



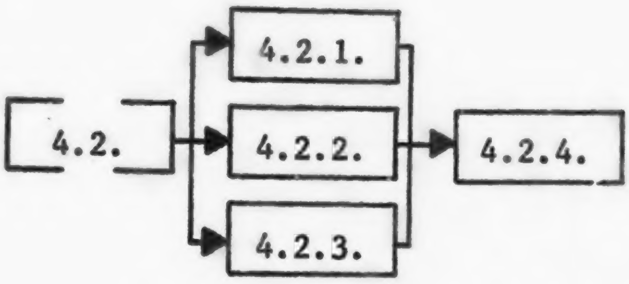
4.1. DETERMINE RELEVANT NEED INFORMATION

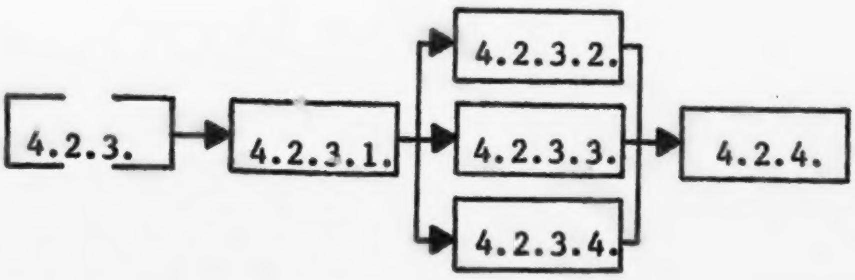
- 4.1.1. ANALYZE UN-MET EDUCATIONAL NEEDS
    - 4.1.1.1. REVIEW DEFINED NEEDS (3.2.10.)
    - 4.1.1.2. REVIEW PROBABLE CAUSES (3.2.11.)
    - 4.1.1.3. REVIEW DOCUMENTATION STATEMENT (3.4.3.)
    - 4.1.1.4. REVIEW NEED VALIDITY (3.4.4.)
- 4.1.2. IDENTIFY CULTURAL VARIABLES
- 4.1.3. IDENTIFY EDUCATIONAL VARIABLES
- 4.1.4. IDENTIFY PERSONAL VARIABLES
- 4.1.5. DEFINE RELEVANT INFORMATION



4.2. CONDUCT ENVIRONMENTAL ANALYSIS

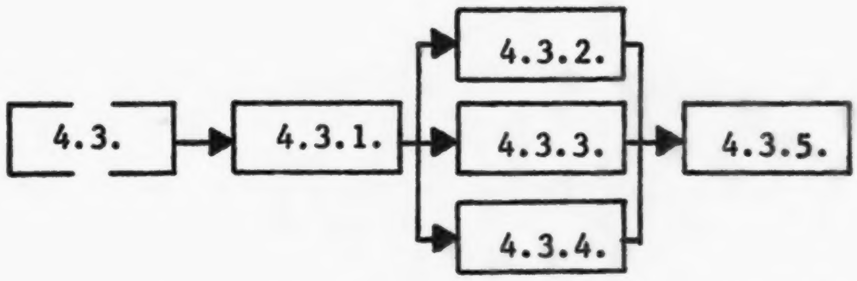
- 4.2.1. ASSESS GROSS CULTURAL ENVIRONMENT
  - 4.2.1.1. IDENTIFY CULTURAL SEGMENTS
  - 4.2.1.2. ANALYZE DOMINANT CULTURAL VALUES
  - 4.2.1.3. DEFINE EDUCATIONAL VALUE-BASE
- 4.2.2. DETERMINE CHANGE INFLUENCES
  - 4.2.2.1. ANALYZE ENVIRONMENTAL CONTEXT
  - 4.2.2.2. IDENTIFY CHANGE INDICATORS
  - 4.2.2.3. DEFINE CHANGE INFLUENCES
- 4.2.3. ASSESS CHANGE INFLUENCES AND CONTEXTS
  - 4.2.3.1. DEFINE CONTEXTUAL ASPECTS OF PERFORMANCE
    - 4.2.3.1.1. DEFINE PERFORMANCE SITUATIONS
    - 4.2.3.1.2. DEFINE PERFORMANCE CONDITIONS
    - 4.2.3.1.3. DEFINE PERFORMANCE CHARACTERISTICS
  - 4.2.3.2. ASSESS ENVIRONMENTAL FACTORS OF CHANGE
    - 4.2.3.2.1. IDENTIFY SOCIAL FACTORS
    - 4.2.3.2.2. IDENTIFY POLITICAL FACTORS
    - 4.2.3.2.3. IDENTIFY ECONOMIC FACTORS
    - 4.2.3.2.4. ANALYZE RELEVANT RELATIONSHIPS
    - 4.2.3.2.5. DEFINE STRATEGIC VARIABLES
    - 4.2.3.2.6. PREDICT PROBABLE INFLUENCES
  - 4.2.3.3. ASSESS PERFORMANCE FACTORS
    - 4.2.3.3.1. DEFINE PERFORMANCE QUALIFIERS
    - 4.2.3.3.2. ANALYZE PERFORMANCE REQUIREMENTS
    - 4.2.3.3.3. ANALYZE DEMONSTRATED PERFORMANCE
    - 4.2.3.3.4. IDENTIFY PERFORMANCE ACTIONS
    - 4.2.3.3.5. IDENTIFY PERFORMANCE PATTERNS
    - 4.2.3.3.6. IDENTIFY PERFORMANCE STRUCTURES
    - 4.2.3.3.7. DETERMINE PERFORMANCE VARIABLES
  - 4.2.3.4. ANALYZE OPERATIONAL CONTEXT DESCRIPTION (REFER: 2.2.4.)
- 4.2.4. FORMULATE ENVIRONMENTAL CONTEXT DESCRIPTION





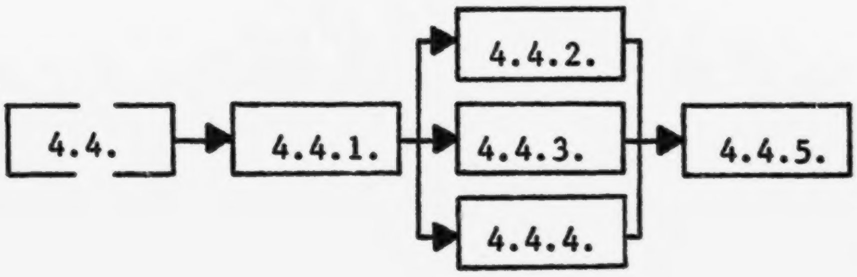
4.3. DEFINE NEED PROBLEM CONTEXT

4.3.1. DELINEATE NEED PROBLEM COMPONENTS
4.3.2. DEFINE NEED PROBLEM SITUATIONS
4.3.3. DEFINE NEED PROBLEM CONDITIONS
4.3.4. DEFINE NEED PROBLEM CHARACTERISTICS
4.3.5. DEFINE NEED PROBLEM CONTEXT



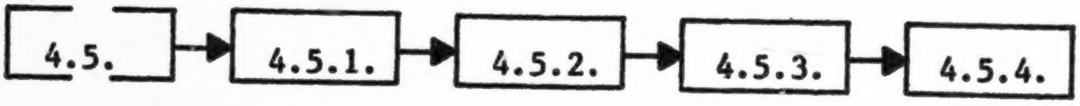
4.4. DEFINE CHANGE CONTEXT

4.4.1. DELINEATE CHANGE CONTEXT COMPONENTS
4.4.2. DEFINE CHANGE SITUATIONS
4.4.3. DEFINE CHANGE CONDITIONS
4.4.4. DEFINE CHANGE SITUATIONS
4.4.5. DEFINE CHANGE CONTEXT



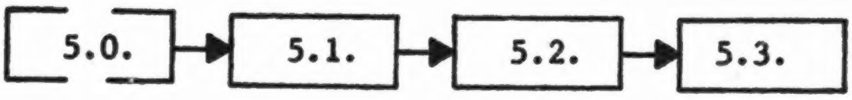
4.5. PREPARE NEED PROBLEM REPORT(S)

- 4.5.1. ANTICIPATE CHANGE REQUIREMENTS
- 4.5.2. ASSESS PROBABLE REACTIONS
  - 4.5.2.1. ASSESS COMMUNITY REACTIONS
  - 4.5.2.2. ASSESS INSTITUTIONAL REACTIONS
  - 4.5.2.3. ASSESS LEADERSHIP REACTIONS
  - 4.5.2.4. ASSESS STAFF REACTIONS
  - 4.5.2.5. ASSESS STUDENT REACTIONS
- 4.5.3. DETERMINE PERFORMANCE PROBABILITY
- 4.5.4. PREPARE NEED PROBLEM REPORT(S)



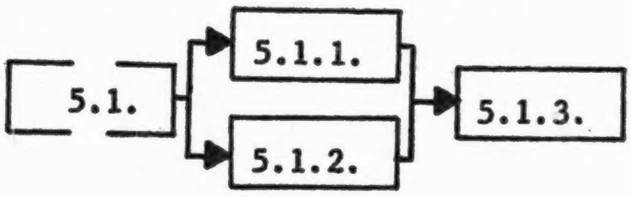
5.0. DETERMINE PRIORITIES FOR ACTION

- 5.1. DEFINE PRIORITY-SETTING FRAMEWORK
- 5.2. DEVELOP PRIORITY-SETTING PROCEDURES
- 5.3. DETERMINE PRIORITIES FOR ACTION



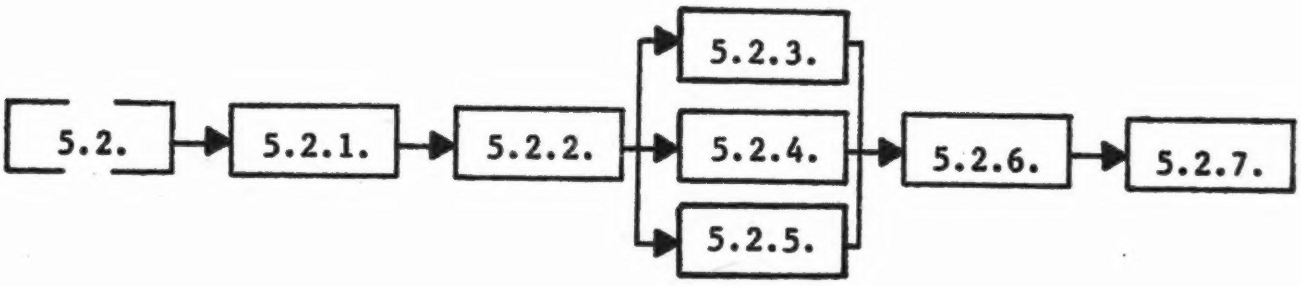
5.1. DEFINE PRIORITY-SETTING FRAMEWORK

- 5.1.1. DEFINE CRITICALITY CRITERIA
    - 5.1.1.1. DEFINE SOCIAL RELEVANCE CRITERIA
        - 5.1.1.1.1. DEFINE POTENTIAL BENEFITS (VALUE OUTCOMES)
        - 5.1.1.1.2. DEFINE PERCEIVED ADVERSE CONSEQUENCES (VALUE LOSSES OR DEFERMENTS)
    - 5.1.1.2. DEFINE EDUCATIONAL RELEVANCE CRITERIA
        - 5.1.1.2.1. DETAIL DEMOGRAPHIC EVIDENCE
        - 5.1.1.2.2. DOCUMENT DEVELOPMENTAL READINESS
        - 5.1.1.2.3. DEFINE RELEVANCE CONTEXT
- 5.1.2. DEFINE FEASIBILITY CRITERIA
    - 5.1.2.1. DEFINE CULTURAL FEASIBILITY CRITERIA
        - 5.1.2.1.1. DEFINE KNOWLEDGE-BASE CRITERIA
        - 5.1.2.1.2. DEFINE TECHNOLOGICAL CRITERIA
        - 5.1.2.1.3. DEFINE FACILITATION CRITERIA
    - 5.1.2.2. DEFINE PERFORMANCE FEASIBILITY CRITERIA
        - 5.1.2.2.1. DEFINE CAPABILITIES CRITERIA
        - 5.1.2.2.2. DEFINE CAPACITIES CRITERIA
        - 5.1.2.2.3. DEFINE EXPERIENTIAL CRITERIA
        - 5.1.2.2.4. DEFINE TRAINING CRITERIA
    - 5.1.2.3. DEFINE RESOLUTION PROBABILITY CRITERIA
        - 5.1.2.3.1. DEFINE PROBLEM COMPLEXITY CRITERIA
        - 5.1.2.3.2. DEFINE RESOLUTION COST CRITERIA
        - 5.1.2.3.3. DEFINE RESOLUTION ACCEPTABILITY CRITERIA
        - 5.1.2.3.4. DEFINE RESOLUTION PRACTICALITY CRITERIA
- 5.1.3. DEFINE PRIORITY-SETTING FRAMEWORK



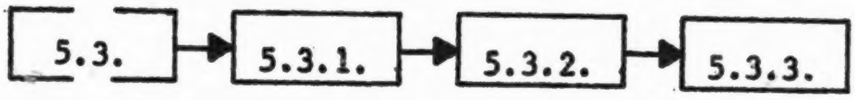
5.2. DEVELOP PRIORITY-SETTING PROCEDURES

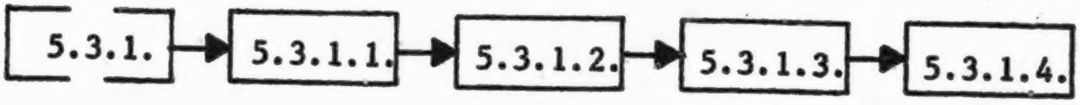
5.2.1. ANALYZE PRIORITY-SETTING FRAMEWORK
5.2.2. DETERMINE CRITERIA RANKINGS
5.2.3. ESTABLISH CRITERIA WEIGHTS
5.2.4. DEFINE PRIORITY-SETTING METHODS
5.2.5. SELECT PRIORITY-ASSIGNMENT JUDGES
5.2.6. APPRAISE NEED PROBLEM REPORTS
5.2.7. ASSIGN PRIORITY RATINGS



5.3. DETERMINE PRIORITIES FOR ACTION

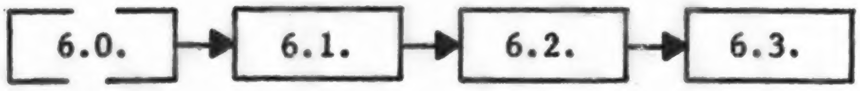
5.3.1. IMPLEMENT PRIORITY-SETTING PROCEDURES
    5.3.1.1. IMPLEMENT PRIORITY-SETTING METHODS
    5.3.1.2. SELECT PRIORITY-ASSIGNMENT JUDGES
    5.3.1.3. APPRAISE NEED PROBLEM REPORTS
    5.3.1.4. ASSIGN PRIORITY RATINGS
5.3.2. ASSESS NEEDS-GOALS COMPATIBILITIES
5.3.3. DETERMINE PRIORITIES FOR ACTION





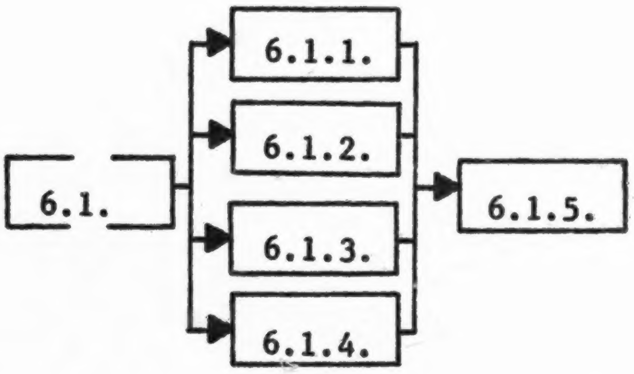
6.0. DETERMINE PERFORMANCE REQUIREMENTS

6.1. DEFINE CRITERIA FOR DESIGNATING TARGET POPULATION
6.2. DESIGNATE TARGET POPULATION
6.3. DETERMINE PERFORMANCE REQUIREMENTS



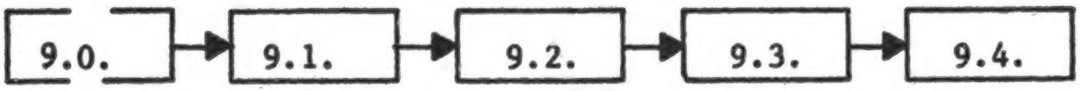
6.1. DEFINE CRITERIA FOR DESIGNATING TARGET POPULATION

6.1.1. CONSIDER QUALIFIED ESEA POPULATION
6.1.2. CONSIDER PACE PROGRAM AREAS AND REQUIREMENTS
6.1.3. CONSIDER ESEA PROGRAM TYPES
    6.1.3.1. DETERMINE INNOVATIVE CHARACTERISTICS
    6.1.3.2. DETERMINE EXEMPLARY CHARACTERISTICS
    6.1.3.3. DETERMINE ADAPTIVE CHARACTERISTICS
6.1.4. CONSIDER PRIORITIES FOR ACTION
6.1.5. DEFINE CRITERIA FOR DESIGNATION



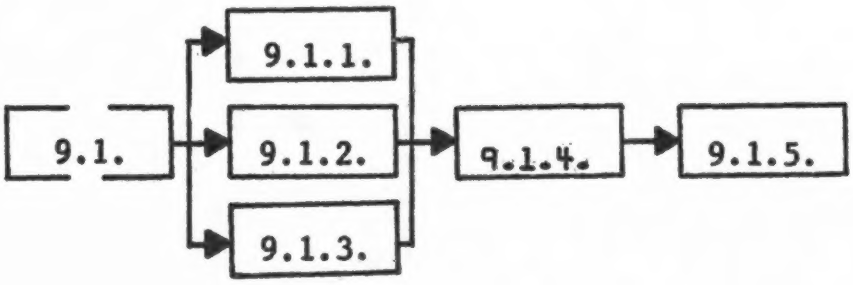
9.0. DEVELOP PERFORMANCE STRATEGY

9.1. APPRAISE PERFORMANCE INFORMATION
9.2. DEVELOP QUALITY ASSURANCE PLAN
9.3. DETERMINE STRATEGY REQUIREMENTS
9.4. DEVELOP PERFORMANCE STRATEGY



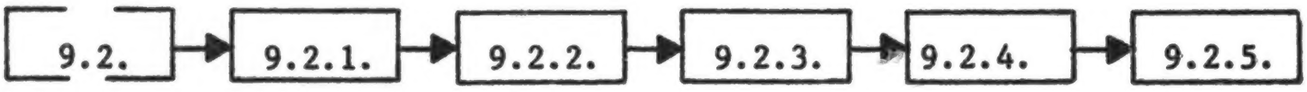
9.1. APPRAISE PERFORMANCE INFORMATION

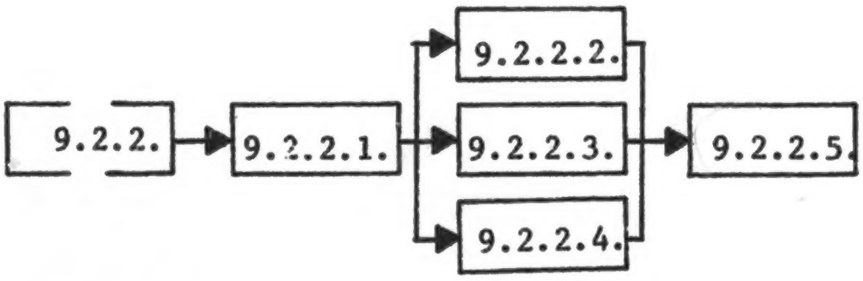
- 9.1.1. ANALYZE FUNCTIONAL REQUIREMENTS
  - 9.1.1.1. ANALYZE PERFORMANCE REQUIREMENTS (6.4. AND 7.3.2.)
  - 9.1.1.2. ANALYZE PERFORMANCE SPECIFICATIONS (8.1.)
  - 9.1.1.3. ANALYZE PERFORMANCE CONTROLS (8.2.)
- 9.1.2. ANALYZE ORGANIZATIONAL REQUIREMENTS
  - 9.1.2.1. ANALYZE FRAMEWORK FOR ACTION (7.3.)
  - 9.1.2.2. ANALYZE MASTER PLAN (8.4.)
- 9.1.3. ANALYZE INTERFACE REQUIREMENTS
  - 9.1.3.1. ANALYZE EDUCATIONAL SYSTEM REQUIREMENTS
  - 9.1.3.2. ANALYZE ENVIRONMENT REQUIREMENTS
- 9.1.4. INTEGRATE RELEVANT PERFORMANCE INFORMATION
- 9.1.5. DEFINE PERFORMANCE PARAMETERS



9.2. DEVELOP QUALITY ASSURANCE PLAN

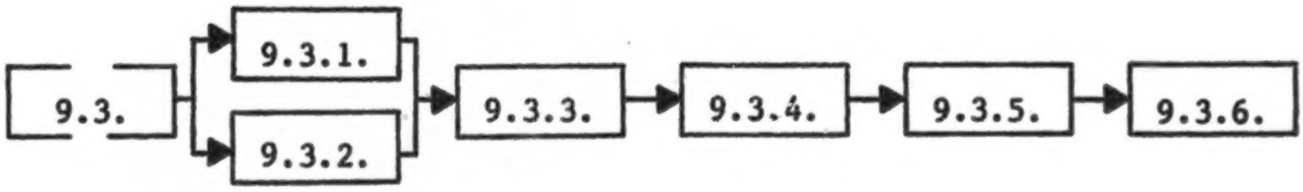
- 9.2.1. DEFINE REQUIRED PERFORMANCE PROFICIENCY LEVELS
- 9.2.2. ASSESS QUALITY ASSURANCE RESOURCES
  - 9.2.2.1. IMPLEMENT RELEVANT INQUIRY TECHNIQUES
  - 9.2.2.2. ASSESS RELEVANT KNOWLEDGE SOURCES
  - 9.2.2.3. ASSESS TECHNOLOGICAL ADVANCEMENTS
  - 9.2.2.4. ASSESS CULTURAL CONTEXT
    - 9.2.2.4.1. DEFINE ADVERSE PERFORMANCE CONSEQUENCES
    - 9.2.2.4.2. DEFINE PERFORMANCE BENEFITS
  - 9.2.2.5. SECURE VALID INFORMATION
    - 9.2.2.5.1. SECURE "REAL WORLD" CONSULTATION
    - 9.2.2.5.2. SECURE QUALIFIED EXPERT OPINION
    - 9.2.2.5.3. SECURE VALID KNOWLEDGE BASE
- 9.2.3. DEFINE EXPECTED QUALITY LEVELS
- 9.2.4. DEFINE QUALITY ASSURANCE PROCEDURES
- 9.2.5. DEVELOP QUALITY ASSURANCE PLAN





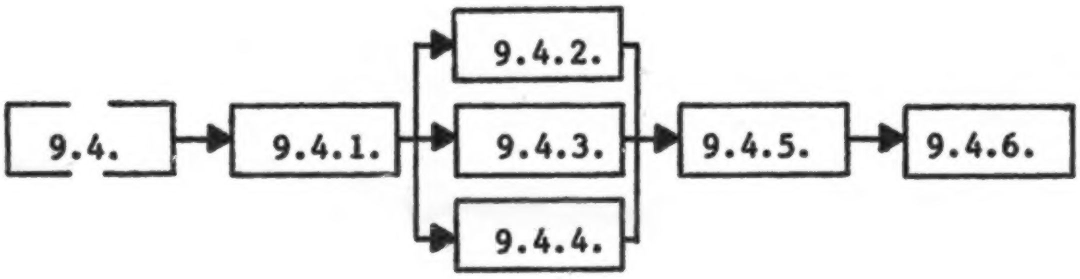
9.3. DETERMINE STRATEGY REQUIREMENTS

- 9.3.1. REVIEW PERFORMANCE PARAMETERS (9.1.)
- 9.3.2. REVIEW QUALITY ASSURANCE PLAN (9.2.)
- 9.3.3. SPECIFY PERFORMANCE PROCEDURES
- 9.3.4. DETERMINE FUNCTIONAL REQUIREMENTS
  - 9.3.4.1. DEFINE PLANNING REQUIREMENTS
    - 9.3.4.1.1. ADOPT PLANNING STRATEGY
    - 9.3.4.1.2. ADOPT FUNCTIONAL APPROACH
  - 9.3.4.2. DEFINE PROBLEM-SOLVING REQUIREMENTS
  - 9.3.4.3. DEFINE DECISION-MAKING REQUIREMENTS
  - 9.3.4.4. DEFINE OPERATIONAL REQUIREMENTS
    - 9.3.4.4.1. ANALYZE FUNCTIONAL DYNAMICS
    - 9.3.4.4.2. DEFINE MANAGEMENT REQUIREMENTS
    - 9.3.4.4.3. DEFINE COMMUNICATION REQUIREMENTS
    - 9.3.4.4.4. DEFINE TRAINING REQUIREMENTS
    - 9.3.4.4.5. DEFINE INSTITUTIONAL REQUIREMENTS
    - 9.3.4.4.6. DEFINE ORGANIZATIONAL REQUIREMENTS
  - 9.3.4.5. DETAIL FUNCTIONAL REQUIREMENTS
- 9.3.5. DETERMINE IMPLEMENTATION REQUIREMENTS
  - 9.3.5.1. DEFINE PSYCHOLOGICAL REQUIREMENTS
  - 9.3.5.2. ANTICIPATE BEHAVIORAL CHANGES
  - 9.3.5.3. ASSESS IMPLEMENTATION REQUIREMENTS
  - 9.3.5.4. DEFINE IMPLEMENTATION REQUIREMENTS
- 9.3.6. DETAIL STRATEGY REQUIREMENTS



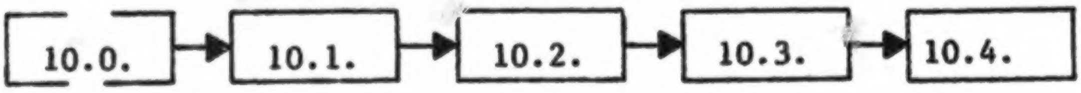
9.4. DEVELOP PERFORMANCE STRATEGY

9.4.1. INTEGRATE PERFORMANCE PROCEDURES
9.4.2. PERFORM SIMULATION TESTING
9.4.3. SECURE EXPERT OPINION
9.4.4. PERFORM ITERATION TESTS
9.4.5. REVISE PERFORMANCE PROCEDURES
9.4.6. DEFINE PERFORMANCE STRATEGY



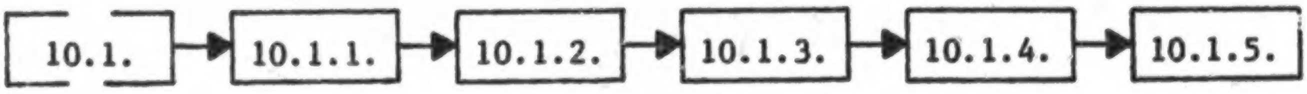
10.0. DEVELOP EVALUATION PROCEDURES

10.1. PREPARE EVALUATION RATIONALE
10.2. DESIGN EVALUATION PLANS
10.3. PROVIDE CONTINUOUS INFORMATION RESPONSE CAPABILITY
10.4. DEVELOP EVALUATION PROGRAM



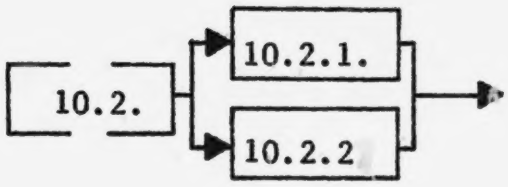
10.1. PREPARE EVALUATION RATIONALE

- 10.1.1. REVIEW PERFORMANCE STRATEGY (9.0.)
- 10.1.2. REVIEW PROJECT OBJECTIVES (8.2.1.)
  - 10.1.2.1. ANTICIPATE BEHAVIORAL CHANGES (8.3.4.)
  - 10.1.2.2. DETERMINE CHANGE VALIDITY
  - 10.1.2.3. ASSESS EXTENT OF CHANGE
  - 10.1.2.4. DETERMINE RATE OF CHANGE
  - 10.1.2.5. ASSESS DEGREE OF COMMITMENT TO CHANGE
- 10.1.3. DEFINE EVALUATION PURPOSES
- 10.1.4. DETERMINE INFORMATION REQUIREMENTS
- 10.1.5. DEVELOP EVALUATION RATIONALE



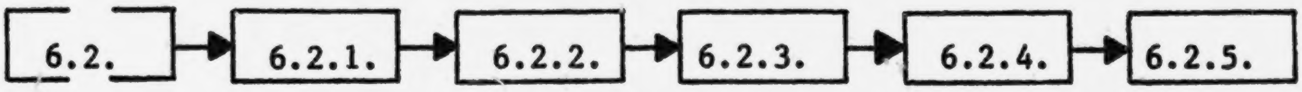
10.2. DESIGN EVALUATION PLANS

- 10.2.1. DESIGN PROCESS EVALUATION PLAN
  - 10.2.1.1. ASSESS QUALITATIVE FACTORS
    - 10.2.1.1.1. DEFINE QUALITATIVE FACTORS
    - 10.2.1.1.2. APPLY PERFORMANCE CONTROLS
    - 10.2.1.1.3. CREATE/SELECT MEASUREMENT INSTRUMENTS
    - 10.2.1.1.4. CONDUCT QUALITATIVE EVALUATION
    - 10.2.1.1.5. ANALYZE EVALUATION RESULTS
    - 10.2.1.1.6. DETAIL EVALUATION STATEMENT
  - 10.2.1.2. ASSESS QUANTITATIVE FACTORS
    - 10.2.1.2.1. DEFINE QUANTITATIVE FACTORS
    - 10.2.1.2.2. APPLY PERFORMANCE CONTROLS
    - 10.2.1.2.3. CREATE/SELECT MEASUREMENT INSTRUMENTS
    - 10.2.1.2.4. CONDUCT QUANTITATIVE EVALUATION
    - 10.2.1.2.5. ANALYZE EVALUATION RESULTS
    - 10.2.1.2.6. DETAIL EVALUATION STATEMENT
- 10.2.2. DESIGN PRODUCT EVALUATION PLAN
  - 10.2.2.1. ASSESS QUALITATIVE FACTORS
    - 10.2.2.1.1. DEFINE QUALITATIVE FACTORS
    - 10.2.2.1.2. DEFINE MEASUREMENT CRITERIA
    - 10.2.2.1.3. CREATE/SELECT MEASUREMENT INSTRUMENTS
    - 10.2.2.1.4. CONDUCT QUALITATIVE EVALUATION
    - 10.2.2.1.5. ANALYZE EVALUATION RESULTS
    - 10.2.2.1.6. DETAIL EVALUATION STATEMENT
  - 10.2.2.2. ASSESS QUANTITATIVE FACTORS
    - 10.2.2.2.1. DEFINE QUANTITATIVE FACTORS
    - 10.2.2.2.2. DEFINE MEASUREMENT CRITERIA
    - 10.2.2.2.3. CREATE/SELECT MEASUREMENT INSTRUMENTS
    - 10.2.2.2.4. CONDUCT QUANTITATIVE EVALUATION
    - 10.2.2.2.5. ANALYZE EVALUATION RESULTS
    - 10.2.2.2.6. DETAIL EVALUATION STATEMENT



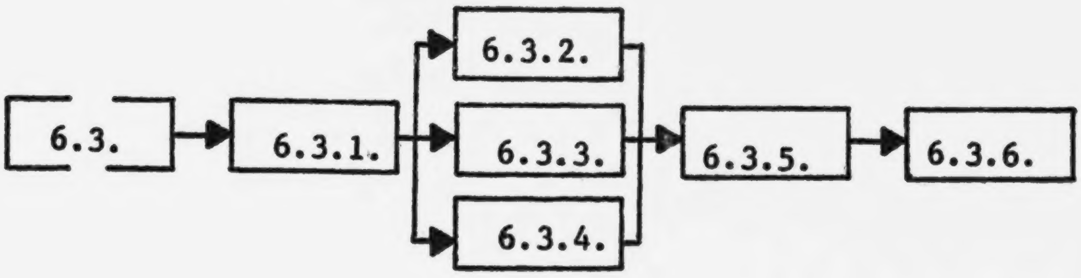
6.2. DESIGNATE TARGET POPULATION

6.2.1. IDENTIFY ALTERNATIVE TARGET POPULATIONS
6.2.2. DEVELOP DESIGNATING PROCEDURES
6.2.3. EVALUATE POSSIBLE SCHOOL SITES
6.2.4. SECURE REQUIRED LEVELS OF INVOLVEMENT
6.2.5. DESIGNATE TARGET POPULATION AND SITE



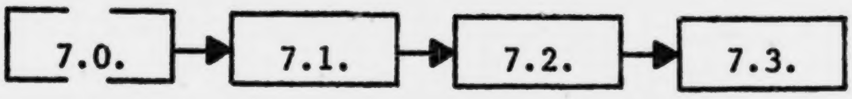
6.3. DETERMINE PERFORMANCE REQUIREMENTS

- 6.3.1. ANALYZE PRIORITY NEED INFORMATION
- 6.3.2. ASSESS PERFORMANCE ASPIRATIONS AND EXPECTATIONS
  - 6.3.2.1. ASSESS SYSTEM ASPIRATIONS AND EXPECTATIONS
  - 6.3.2.2. ASSESS TEACHING ASPIRATIONS AND EXPECTATIONS
  - 6.3.2.3. ASSESS STUDENT ASPIRATIONS AND EXPECTATIONS
  - 6.3.2.4. ASSESS PARENTAL ASPIRATIONS AND EXPECTATIONS
  - 6.3.2.5. ASSESS SOCIETAL ASPIRATIONS AND EXPECTATIONS
- 6.3.3. ASSESS PERFORMANCE CAPABILITIES
  - 6.3.3.1. ASSESS SYSTEM CAPABILITIES
  - 6.3.3.2. ASSESS TEACHING CAPABILITIES
  - 6.3.3.3. ASSESS STUDENT CAPABILITIES
- 6.3.4. ASSESS PERFORMANCE CONTEXT
  - 6.3.4.1. ASSESS INSTRUCTIONAL CONTEXT
    - 6.3.4.1.1. ASSESS PERFORMANCE SITUATIONS
    - 6.3.4.1.2. ASSESS PERFORMANCE CONDITIONS
    - 6.3.4.1.3. ASSESS PERFORMANCE CHARACTERISTICS
  - 6.3.4.2. ASSESS MANAGEMENT PROCEDURES
    - 6.3.4.2.1. ASSESS OPERATIONAL PHILOSOPHY
    - 6.3.4.2.2. ASSESS FUNCTIONAL ORGANIZATION
    - 6.3.4.2.3. ASSESS PERFORMANCE PLANS
- 6.3.5. CONDUCT PERFORMANCE COMPARISONS
  - 6.3.5.1. COMPARE ASPIRATIONS AND EXPECTATIONS VS. CAPABILITIES
  - 6.3.5.2. COMPARE ASPIRATIONS AND EXPECTATIONS VS. CONTEXT
  - 6.3.5.3. COMPARE CAPABILITIES VS. CONTEXT
- 6.3.6. DETERMINE EDUCATIONAL REQUIREMENTS



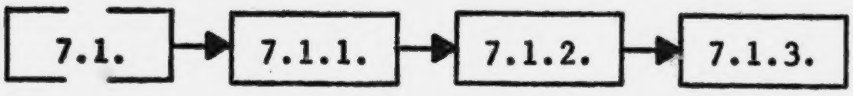
7.0. DEVELOP FRAMEWORK FOR ACTION

7.1. FORMULATE MISSION OBJECTIVE
7.2. IMPLEMENT ANALYSIS PROCEDURES
7.3. DETAIL PERFORMANCE NETWORK



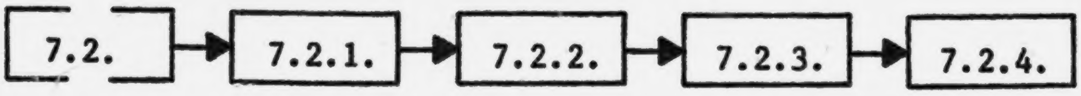
7.1. FORMULATE MISSION OBJECTIVE

7.1.1. ANALYZE PLANNING INTELLIGENCE
  7.1.1.1. REVIEW VALIDATED EDUCATIONAL NEEDS (3.4.)
  7.1.1.2. REVIEW NEED PROBLEM REPORT(S) (4.5.)
  7.1.1.3. REVIEW PRIORITIES FOR ACTION (5.3.)
  7.1.1.4. REVIEW PERFORMANCE REQUIREMENTS (6.4.)
7.1.2. IDENTIFY MISSION ELEMENTS
7.1.3. DEFINE MISSION OBJECTIVE



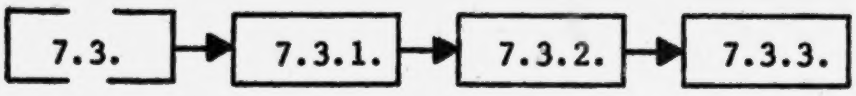
7.2. IMPLEMENT ANALYSIS PROCEDURES

7.2.1. PERFORM MISSION ANALYSIS
7.2.2. PERFORM FUNCTIONAL ANALYSIS
7.2.3. PERFORM TASK ANALYSIS
7.2.4. PERFORM METHODS-MEANS ANALYSIS



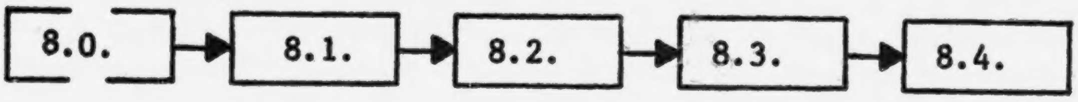
7.3. DETAIL PERFORMANCE NETWORK

- 7.3.1. DEFINE MISSION ACCOMPLISHMENT PROBLEMS
- 7.3.2. DEFINE PERFORMANCE REQUIREMENTS
- 7.3.3. DEVELOP FRAMEWORK FOR ACTION
  - 7.3.3.1. DETAIL MISSION FLOW BLOCK DIAGRAM
  - 7.3.3.2. DETAIL FUNCTIONAL FLOW BLOCK DIAGRAMS
  - 7.3.3.3. DETAIL TASK FLOW BLOCK DIAGRAMS
  - 7.3.3.4. DETAIL BASIC PERT NETWORK



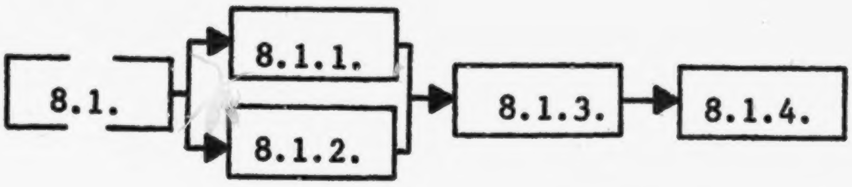
8.0. DEVELOP MASTER PLAN

- 8.1. DETAIL PERFORMANCE SPECIFICATIONS
- 8.2. DEFINE PERFORMANCE CONTROLS
- 8.3. IMPLEMENT SYNTHESIS PROCEDURES
- 8.4. SYNTHESIZE MASTER PLAN



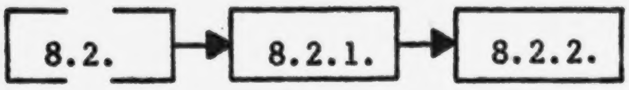
8.1. DETAIL PERFORMANCE SPECIFICATIONS

- 8.1.1. ANALYZE PERFORMANCE REQUIREMENTS (7.3.2.)
- 8.1.2. ANALYZE FRAMEWORK FOR ACTION (7.3.3.)
  - 8.1.2.1. IDENTIFY PERFORMANCE MILESTONES (7.3.3.1.)
  - 8.1.2.2. IDENTIFY REQUIRED FUNCTIONS (7.3.3.2.)
  - 8.1.2.3. IDENTIFY RELATED TASKS (7.3.3.3.)
  - 8.1.2.4. IDENTIFY MANAGEMENT FUNCTIONS (7.3.3.4.)
- 8.1.3. DEFINE PERFORMANCE SPECIFICATIONS
  - 8.1.3.1. SPECIFY PERFORMANCE ACTIVITIES
  - 8.1.3.2. SPECIFY PERFORMANCE CONTEXT (6.3.4.)
    - 8.1.3.2.1. DEFINE PERFORMANCE SITUATIONS
    - 8.1.3.2.2. DEFINE PERFORMANCE CONDITIONS
    - 8.1.3.2.3. DEFINE PERFORMANCE CHARACTERISTICS
  - 8.1.3.3. DEFINE REQUIRED LEVELS OF PERFORMANCE PROFICIENCY
  - 8.1.3.4. DEFINE PERFORMANCE CRITERIA
- 8.1.4. DETAIL PERFORMANCE SPECIFICATIONS
  - 8.1.4.1. DETAIL TERMINAL PERFORMANCE SPECIFICATIONS
  - 8.1.4.2. DETAIL INTERIM PERFORMANCE SPECIFICATIONS



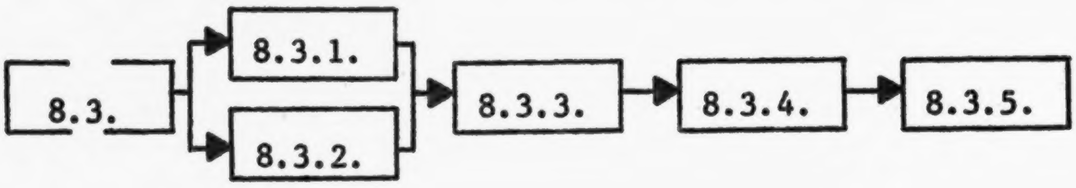
8.2. DEFINE PERFORMANCE CONTROLS

- 8.2.1. DEFINE PERFORMANCE OBJECTIVES
  - 8.2.1.1. APPRAISE PERFORMANCE SPECIFICATIONS (8.1.)
  - 8.2.1.2. ANALYZE FUNCTIONAL REQUIREMENTS
  - 8.2.1.3. DEFINE TERMINAL PERFORMANCE OBJECTIVES
  - 8.2.1.4. DEFINE INTERIM PERFORMANCE OBJECTIVES
- 8.2.2. DEFINE PERFORMANCE CONTROLS
  - 8.2.2.1. APPRAISE PERFORMANCE OBJECTIVES (8.2.1.)
  - 8.2.2.2. APPRAISE PERFORMANCE CRITERIA (8.1.3.4.)
  - 8.2.2.3. APPRAISE PERFORMANCE CONTEXT (8.1.3.2.)
  - 8.2.2.4. DEFINE PERFORMANCE CONTROLS



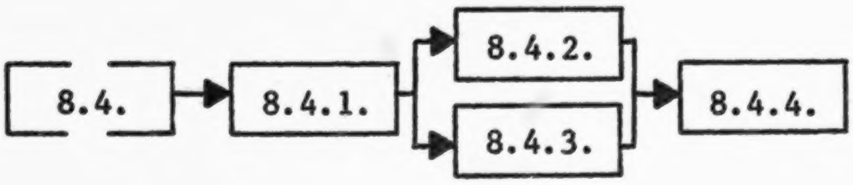
8.3. IMPLEMENT SYNTHESIS PROCEDURES

- 8.3.1. ANALYZE PERFORMANCE SPECIFICATIONS (8.1.)
- 8.3.2. ANALYZE PERFORMANCE CONTROLS (8.2.)
- 8.3.3. SELECT/CREATE METHODS-MEANS ANALYSIS
  - 8.3.3.1. REVIEW METHODS-MEANS ANALYSIS (7.2.4.)
  - 8.3.3.2. ASSESS FRAMEWORK FOR ACTION (7.3.3.)
  - 8.3.3.3. DEFINE FUNCTIONAL CAPACITY (6.4.6.)
  - 8.3.3.4. OPTIMIZE PERFORMANCE CAPABILITY
    - 8.3.3.4.1. PERFORM CAPABILITIES TRADE-OFFS
    - 8.3.3.4.2. PERFORM METHODS-MEANS TRADE-OFFS
  - 8.3.3.5. DEFINE PERFORMANCE METHODS-MEANS
- 8.3.4. STRUCTURE ALLOCATION FRAMEWORK
  - 8.3.4.1. ANALYZE ORGANIZATIONAL STRUCTURE (1.3.2.)
  - 8.3.4.2. ANALYZE PLAN OF FUNCTIONAL ORGANIZATION (5.4.4.)
  - 8.3.4.3. SYNTHESIZE ALLOCATION FRAMEWORK
- 8.3.5. ALLOCATE PERFORMANCE ASPECTS
  - 8.3.5.1. ALLOCATE FUNCTIONAL ASSIGNMENTS
  - 8.3.5.2. ALLOCATE PERFORMANCE METHODS-MEANS
  - 8.3.5.3. ALLOCATE PERFORMANCE CONTROLS



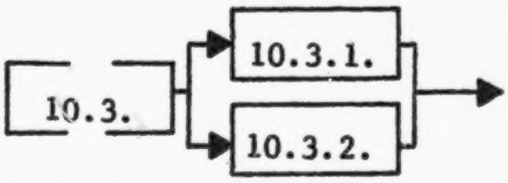
8.4. SYNTHESIZE MASTER PLAN

- 8.4.1. DEFINE MISSION ACCOMPLISHMENT PLAN
- 8.4.2. APPRAISE ALLOCATION FRAMEWORK (8.3.4.)
- 8.4.3. APPRAISE PERFORMANCE ALLOCATION (8.3.5.)
- 8.4.4. SYNTHESIZE MASTER PLAN
    - 8.4.4.1. APPRAISE MISSION ACCOMPLISHMENT PLAN
    - 8.4.4.2. APPRAISE ORGANIZATIONAL MASTER PLAN
    - 8.4.4.3. RECONCILE AND SYNTHESIZE NEW MASTER PLAN



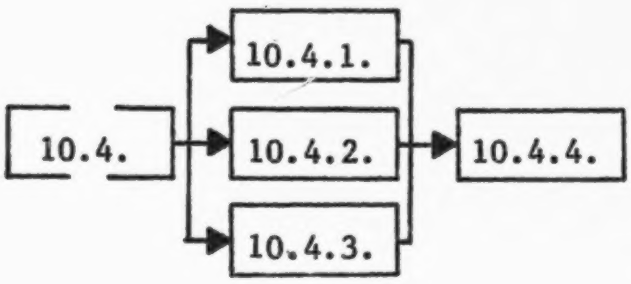
10.3. PROVIDE CONTINUOUS INFORMATION RESPONSE CAPABILITY

10.3.1. PROVIDE CONTINUOUS MONITORING CAPABILITY
10.3.2. PROVIDE MANAGEMENT REPORTING CAPABILITY



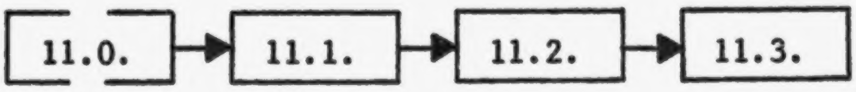
10.4. DEVELOP EVALUATION PROGRAM

10.4.1. REVIEW EVALUATION RATIONALE (10.1.)
10.4.2. REVIEW EVALUATION PLANS (10.2.)
10.4.3. REVIEW INFORMATION RESPONSE CAPABILITY REQUIREMENTS (10.1.4. AND 10.3.)
10.4.4. DEVELOP EVALUATION PROGRAM



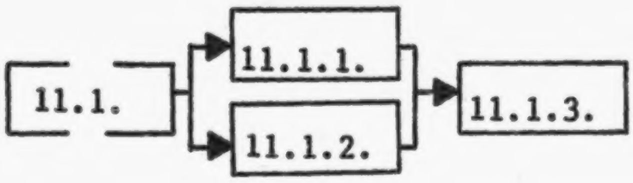
11.0. DETERMINE INPUT REQUIREMENTS

11.1. DEFINE PERFORMANCE REQUIREMENTS
11.2. ASSESS INPUT REQUIREMENTS
11.3. DETERMINE INPUT REQUIREMENTS



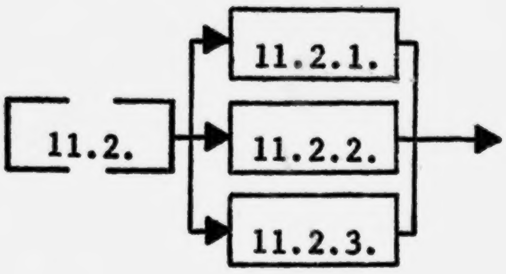
11.1. DEFINE PERFORMANCE REQUIREMENTS

11.1.1. APPRAISE PERFORMANCE STRATEGY (9.0.)
11.1.2. APPRAISE EVALUATION PROGRAM (10.0.)
11.1.3. DETERMINE PERFORMANCE REQUIREMENTS
    11.1.3.1. DEFINE PERFORMANCE RESPONSIBILITIES
    11.1.3.2. DEFINE FUNCTIONAL ROLES



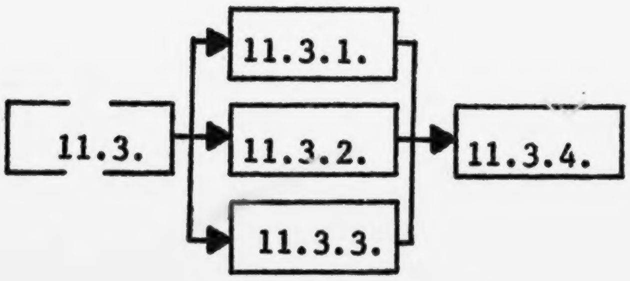
11.2. ASSESS INPUT REQUIREMENTS

- 11.2.1. ASSESS RESOURCE REQUIREMENTS
  - 11.2.1.1. DEFINE PHYSICAL RESOURCE REQUIREMENTS
    - 11.2.1.1.1. DELINEATE PLANT AND FACILITIES REQUIREMENTS
    - 11.2.1.1.2. DELINEATE EQUIPMENT AND MATERIALS REQUIREMENTS
    - 11.2.1.1.3. JUSTIFY PHYSICAL RESOURCE REQUIREMENTS
  - 11.2.1.2. DEFINE HUMAN RESOURCE REQUIREMENTS
    - 11.2.1.2.1. DELINEATE PROFESSIONAL STAFF REQUIREMENTS
    - 11.2.1.2.2. DELINEATE CLASSIFIED STAFF REQUIREMENTS
    - 11.2.1.2.3. DELINEATE CONSULTANT REQUIREMENTS
    - 11.2.1.2.4. DELINEATE TARGET POPULATION REQUIREMENTS
    - 11.2.1.2.5. JUSTIFY HUMAN RESOURCE REQUIREMENTS
  - 11.2.1.3. DEFINE FINANCIAL RESOURCE REQUIREMENTS
    - 11.2.1.3.1. DEFINE TENURE OF PROJECT
    - 11.2.1.3.2. DELINEATE FINANCIAL RESOURCE REQUIREMENTS
    - 11.2.1.3.3. FORMULATE TENTATIVE BUDGET
      - 11.2.1.3.3.1. SPECIFY LOCAL CONTRIBUTIONS
      - 11.2.1.3.3.2. SPECIFY FEDERAL CONTRIBUTIONS
      - 11.2.1.3.3.3. SPECIFY OTHER CONTRIBUTIONS
    - 11.2.1.3.4. PROVIDE EVIDENCE OF LOCAL SUPPORT INADEQUACY
    - 11.2.1.3.5. INDICATE PLAN FOR PHASING OUT FEDERAL SUPPORT
    - 11.2.1.3.6. DEFINE AND JUSTIFY FINANCIAL RESOURCE REQUIREMENTS
- 11.2.2. ASSESS ENERGY REQUIREMENTS
  - 11.2.2.1. DEFINE ENTROPY REQUIREMENTS
  - 11.2.2.2. DEFINE SYNERGY REQUIREMENTS
  - 11.2.2.3. DEFINE CATALYSIS REQUIREMENTS
- 11.2.3. ASSESS INFORMATION REQUIREMENTS
  - 11.2.3.1. DEFINE INFORMATION HANDLING PROCEDURES
  - 11.2.3.2. DEFINE INFORMATION REQUIREMENTS



11.3. DETERMINE INPUT REQUIREMENTS

11.3.1. DETAIL RESOURCE REQUIREMENTS
11.3.2. DETAIL ENERGY REQUIREMENTS
11.3.3. DETAIL INFORMATION REQUIREMENTS
11.3.4. DEFINE INPUT REQUIREMENTS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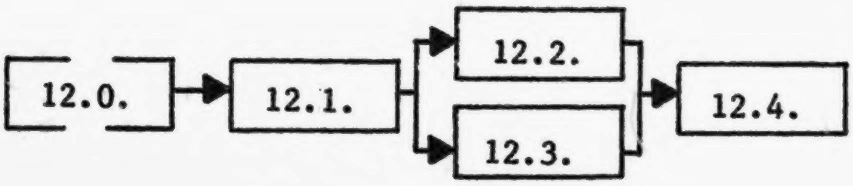
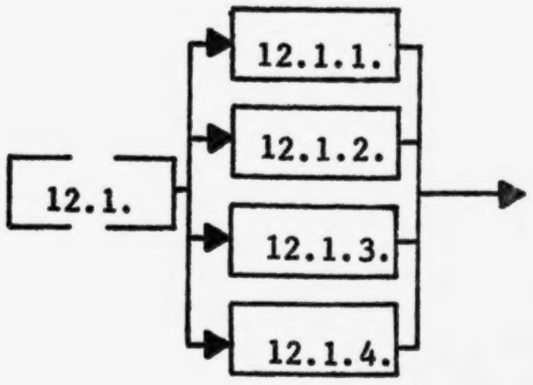
12.0. DEVELOP PROJECT PROPOSAL

12.1. PREPARE INITIAL APPLICATION OR RESUBMISSION
12.2. ANTICIPATE CONTINUATION GRANT REQUIREMENTS
12.3. ANTICIPATE PROJECT REPORTING REQUIREMENTS
12.4. DETAIL PROJECT PROPOSAL



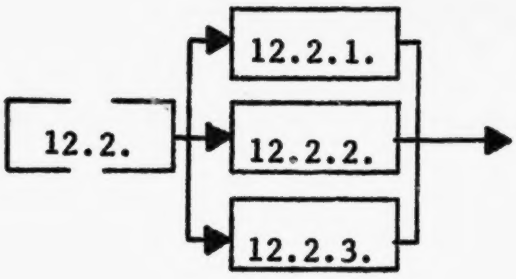
12.1. PREPARE INITIAL APPLICATION OR RESUBMISSION

- 12.1.1. PROVIDE STATISTICAL DATA REQUESTED
    - 12.1.1.1. REVIEW INSTRUCTIONS FOR FORM OE-4381, PP.43-44
    - 12.1.1.2. COMPLETE FORM OE-4381, PP.39-42
- 12.1.2. PROVIDE NARRATIVE REPORT REQUESTED
    - 12.1.2.1. REVIEW INSTRUCTIONS FOR INITIAL APPLICATION, PP.46-50
        - 12.1.2.1.1. PREPARE PROJECT ABSTRACT, P.46
        - 12.1.2.1.2. PREPARE AREA OF SERVICE DESCRIPTION (COMMUNITY) P.46
        - 12.1.2.1.3. DETAIL NEED STATEMENT, P.46
        - 12.1.2.1.4. DETAIL PROJECT OBJECTIVES, P.46
        - 12.1.2.1.5. DETAIL PROJECT PROCEDURES, P.46
        - 12.1.2.1.6. DESCRIBE PROJECT EMPHASIS, P.47
        - 12.1.2.1.7. DESCRIBE PROJECT PLANNING INVOLVEMENT, P.47-48
        - 12.1.2.1.8. DETAIL BENEFITS TO NON-PUBLIC SCHOOL CHILDREN, P.48
        - 12.1.2.1.9. DETAIL EVALUATION PLAN, P.48
        - 12.1.2.1.10. DETAIL DISSEMINATION PLAN, P.48
        - 12.1.2.1.11. DETAIL PERSONNEL QUALIFICATIONS, P.48-49
        - 12.1.2.1.12. JUSTIFY FACILITIES, EQUIPMENT AND MATERIAL REQUEST, P.49
        - 12.1.2.1.13. DETAIL SUBCONTRACTING INFORMATION, P.49
        - 12.1.2.1.14. DETAIL EDUCATIONAL EFFORT INFORMATION, P.49-50
            - 12.1.2.1.14.1. DETAIL DEGREE OF TAX EFFORT, PP.49-50
            - 12.1.2.1.14.2. DETAIL ABILITY TO MEET CRITICAL EDUCATIONAL NEEDS, P.50
    - 12.1.2.2. REVIEW APPLICATION REQUIREMENTS FOR FACILITIES GRANT P.51-52
        - 12.1.2.2.1. PREPARE STATEMENT OF JUSTIFICATION, P.51
        - 12.1.2.2.2. DETAIL SPECIFIC INFORMATION REQUESTED, P.51-52
        - 12.1.2.2.3. DETAIL PROJECT TIME SCHEDULE
- 12.1.3. PROVIDE FINANCIAL STATEMENTS REQUESTED
    - 12.1.3.1. REVIEW INSTRUCTIONS FOR COMPLETING FORM OE-4351, P.60-62
    - 12.1.3.2. DETAIL PROPOSED BUDGET SUMMARY EXPENDITURE REPORT OF FEDERAL FUNDS, OE-4351
- 12.1.4. PROVIDE ASSURANCES REQUESTED
    - 12.1.4.1. PROVIDE ASSURANCES FOR INITIAL APPLICATION P.53-54
    - 12.1.4.2. PROVIDE ASSURANCES FOR FACILITIES GRANT P.55-57



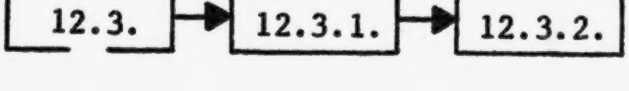
12.2. ANTICIPATE CONTINUATION GRANT REQUIREMENTS

- 12.2.1. PROVIDE STATISTICAL DATA REQUESTED
    - 12.2.1.1. REVIEW INSTRUCTIONS FOR FORM OE-4381, PP.43-44
    - 12.2.1.2. COMPLETE FORM OE-4381, PP.39-42
- 12.2.2. PROVIDE NARRATIVE REPORT REQUESTED
    - 12.2.2.2. DETAIL NARRATIVE REPORT FOR CONTINUATION GRANT, P.63
    - 12.2.2.3. DETAIL PROJECTED ACTIVITIES FOR CONTINUATION GRANT, P.64
- 12.2.3. DETAIL ESTIMATED EXPENDITURE REPORT
    - 12.2.3.1. REVIEW INSTRUCTIONS FOR FORM OE-4351, PP.60-62
    - 12.2.3.2. COMPLETE ESTIMATED EXPENDITURE REPORT OE-4351, PP.58-59



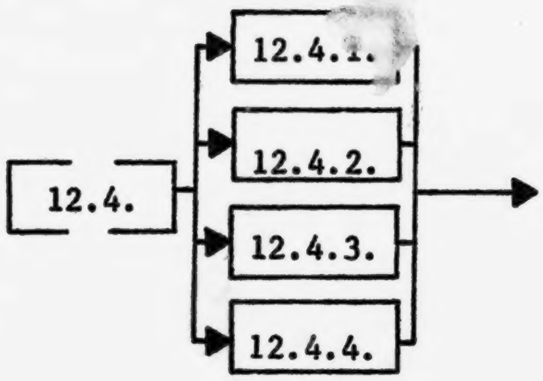
12.3. ANTICIPATE PROJECT REPORTING REQUIREMENTS

- 12.3.1. REVIEW FISCAL CONCERNS, PP.27-35
- 12.3.2. ANTICIPATE END OF BUDGET PERIOD REPORT
    - 12.3.2.1. PROVIDE STATISTICAL DATA REQUESTED, OE-4381, PP.39-44
    - 12.3.2.2. PROVIDE END OF BUDGET PERIOD REPORT OE-4382, P.63
    - 12.3.2.3. PROVIDE FINAL EXPENDITURE REPORT OE-4351, P.58



12.4. DETAIL PROJECT PROPOSAL

12.4.1. DETAIL STATISTICAL REPORTS
12.4.2. DETAIL NARRATIVE REPORT
12.4.3. DETAIL FINANCIAL STATEMENT
12.4.4. PROVIDE ASSURANCES REQUESTED
12.4.5. INTEGRATE PROJECT APPLICATION


12.4.
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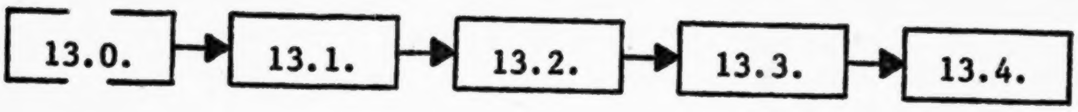
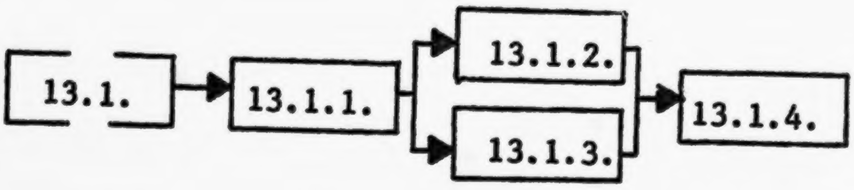
13.0. SUBMIT PROJECT PROPOSAL

13.1. SECURE REQUIRED PROPOSAL APPROVALS
13.2. SECURE COMMITMENT TO ASSURANCES
13.3. ANTICIPATE ADDENDUM SUBMISSION REQUIREMENTS
13.4. SUBMIT PROJECT PROPOSAL



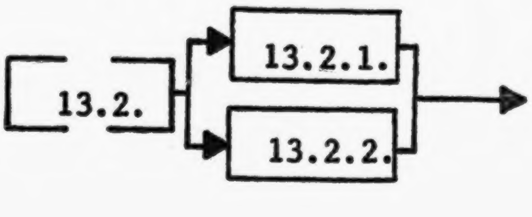
13.1. SECURE REQUIRED PROPOSAL APPROVALS

13.1.1. SOLICIT SUPPLEMENTARY EDUCATION CENTER SUPPORT AND RECOMMENDATIONS
13.1.2. SECURE APPROVAL OF KEY INDIVIDUALS
13.1.3. SECURE APPROVAL OF PARTICIPATING CULTURAL AND EDUCATIONAL AGENCIES
13.1.4. SECURE APPROVAL OF APPLICANT AGENCY GOVERNING BOARD



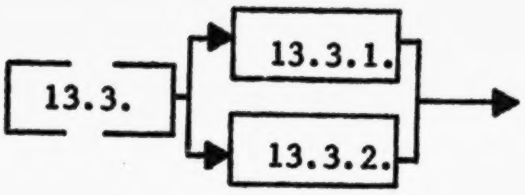
13.2. SECURE COMMITMENT TO ASSURANCES

- 13.2.1. SECURE COMMITMENT TO FEDERAL ASSURANCES
  - 13.2.1.1. DOCUMENT LEGAL AUTHORITY TO APPLY FOR AND RECEIVE GRANT
  - 13.2.1.2. ASSURE APPLICANT AGENCY'S RESPONSIBILITY TO ADMINISTER AND SUPERVISE PROJECT ACTIVITIES
  - 13.2.1.3. ASSURE PARTICIPATION BY APPROPRIATE CULTURAL AND EDUCATIONAL RESOURCES
  - 13.2.1.4. ASSURE THAT BENEFITS WILL SUPPLEMENT NOT SUPPLANT LOCAL EFFORT
  - 13.2.1.5. COMPLY WITH TITLE IV CIVIL RIGHTS ACT (P.L. 88-352) AND HEW REQUIREMENTS (4SCFR PART 80)
    - 13.2.1.5.1. PUBLIC SCHOOL APPLICANTS SUBMIT THREE SIGNED HEW-441 FORMS
    - 13.2.1.5.2. NON-PUBLIC SCHOOL APPLICANTS SUBMIT TWO SIGNED HEW-441C FORMS
  - 13.2.1.6. ASSURE PROJECT OPERATION COMPLIES WITH P.O. 89-10 AND USOE POLICIES, RULES AND REGULATIONS
  - 13.2.1.7. ASSURE SUBMISSION OF PROJECT APPLICATION TO SDE FOR REVIEW AND RECOMMENDATIONS
  - 13.2.1.8. ASSURE THAT APPLICATION HAS BEEN AUTHORIZED BY GOVERNING BOARD OF APPLICANT AGENCY
  - 13.2.1.9. SUBMIT COPY OF APPLICANT AGENCY'S AUTHORIZING DOCUMENT(S) WHICH IDENTIFIES AUTHORIZED REPRESENTATIVE
  - 13.2.1.10. SUBMIT CERTIFYING ENDORSEMENT OF AUTHORIZED REPRESENTATIVE
  - 13.2.1.11. SECURE NOTARY PUBLIC SIGNATURE OF SUBSCRIPTION
- 13.2.2. SECURE COMMITMENT TO STATE ASSURANCES
  - 13.2.2.1. ASSURE COMPLIANCE WITH CALIFORNIA ADMINISTRATIVE CODE
    - 13.2.2.1.1. SUBMIT STATEMENT OF BENEFITS
    - 13.2.2.1.2. SUBMIT STATEMENT OF LEGALITY
    - 13.2.2.1.3. SUBMIT BUDGET AND FINANCIAL STATEMENT
  - 13.2.2.2. ASSURE COMPLIANCE WITH STATE POLICIES: RULES AND REGULATIONS
    - 13.2.2.2.1. COMPLY WITH CALIFORNIA EDUCATION CODE
    - 13.2.2.2.2. COMPLY WITH CALIFORNIA FISCAL POLICIES, RULES AND REGULATIONS
    - 13.2.2.2.3. COMPLY WITH CALIFORNIA LABOR AND EMPLOYMENT LAWS



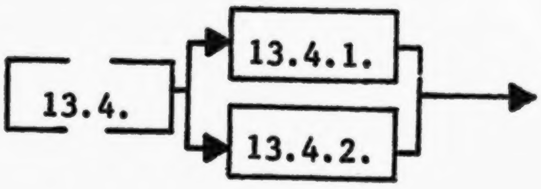
13.3. ANTICIPATE ADDENDUM SUBMISSION REQUIREMENTS

13.3.1. SUBMIT REQUIRED ADDENDUM TO USOE
  13.3.1.1. SUBMIT SIX COPIES INFORMATION COLLECTING INSTRUMENTS
  13.3.1.2. SUBMIT FIVE COPIES PRINTED MATERIALS
  13.3.1.3. SUBMIT TWO COPIES OF OTHER INFORMATIONAL MATERIALS
13.3.2. SUBMIT REQUIRED ADDENDUMS TO CSDE
  13.3.2.1. SUBMIT SIX COPIES OF PROGRAM REVISIONS
  13.3.2.2. SUBMIT TWO COPIES OF USOE REQUIRED MATERIALS



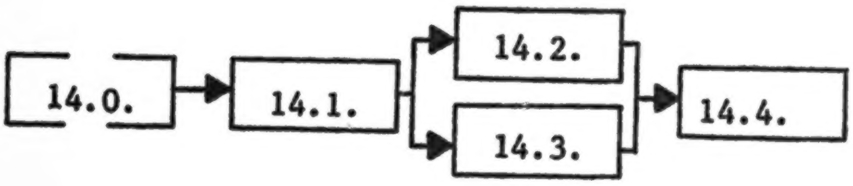
13.4. SUBMIT PROJECT PROPOSAL

13.4.1. SUBMIT FIVE PROJECT APPLICATIONS TO CSDE FOR REVIEW AND APPROVAL
13.4.2. SUBMIT FIFTEEN COPIES OF PROJECT APPLICATION USOE FOR APPROVAL



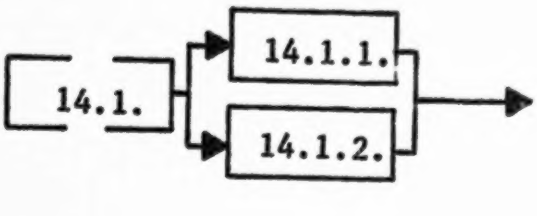
14.0. IMPLEMENT READY PLAN

14.1. ANTICIPATE PROJECT IMPLEMENTATION REQUIREMENTS
14.2. DEVELOP IMPLEMENTATION STRATEGY
14.3. DEVELOP INPUT SELECTION AND ACQUISITION PLANS
14.4. IMPLEMENT READY PLAN



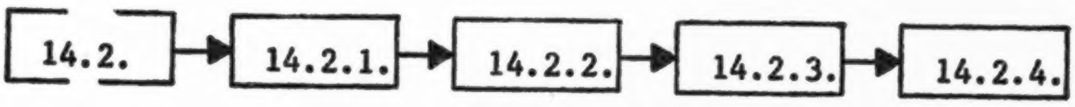
14.1. ANTICIPATE PROJECT IMPLEMENTATION REQUIREMENTS

- 14.1.1. DETERMINE OPERATIONAL REQUIREMENTS
  - 14.1.1.1. REVIEW INPUT REQUIREMENTS (11.0.)
  - 14.1.1.2. REVIEW PROJECT APPLICATION (12.0.)
    - 14.1.1.2.1. ASSESS PROGRAM REQUIREMENTS
    - 14.1.1.2.2. ASSESS BUDGET REQUIREMENTS
- 14.1.2. DETERMINE MANAGERIAL REQUIREMENTS
  - 14.1.2.1. REVIEW PERFORMANCE STRATEGY (9.0.)
  - 14.1.2.2. DEFINE FUNCTIONAL REQUIREMENTS (9.3.3.)
  - 14.1.2.3. ESTABLISH PERFORMANCE ACCOUNTABILITY
  - 14.1.2.4. DEFINE MANAGEMENT PROCEDURES
    - 14.1.2.4.1. DEFINE PLANNING PROCEDURES
    - 14.1.2.4.2. DEFINE SEARCH AND RESEARCH PROCEDURES
    - 14.1.2.4.3. DEFINE CONTROL PROCEDURES
    - 14.1.2.4.4. DEFINE DIRECTION PROCEDURES
    - 14.1.2.4.5. DEFINE COORDINATION PROCEDURES
    - 14.1.2.4.6. DEFINE ORGANIZING PROCEDURES
    - 14.1.2.4.7. DEFINE RESOURCE ALLOCATION PROCEDURES
    - 14.1.2.4.8. DEFINE ACCOUNTING PROCEDURES
    - 14.1.2.4.9. DEFINE INFORMATION HANDLING PROCEDURES
  - 14.1.2.5. DEFINE MANAGERIAL REQUIREMENTS



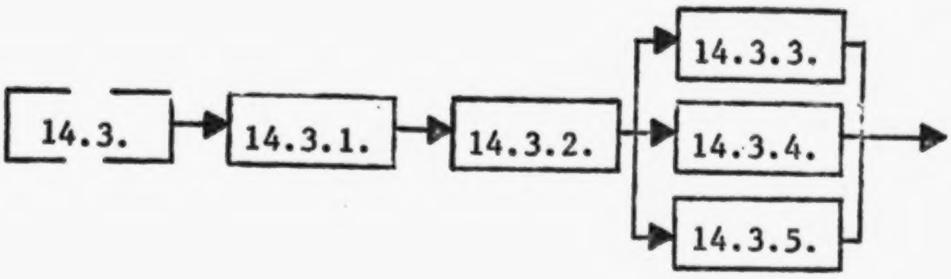
14.2. DEVELOP IMPLEMENTATION STRATEGY

- 14.2.1. DELINEATE IMPLEMENTATION REQUIREMENTS (9.3.4.)
  - 14.2.1.1. ASSESS OPERATIONAL REQUIREMENTS (14.1.1.)
  - 14.2.1.2. ASSESS MANAGEMENT REQUIREMENTS (14.1.2.)
  - 14.2.1.3. DETERMINE COMMUNICATION REQUIREMENTS
  - 14.2.1.4. DETERMINE TRAINING REQUIREMENTS
  - 14.2.1.5. DELINEATE IMPLEMENTATION REQUIREMENTS
- 14.2.2. DEFINE READY PLAN ELEMENTS
- 14.2.3. ASSESS STRATEGIC IMPLEMENTATION PROBLEMS
- 14.2.4. DEVELOP IMPLEMENTATION STRATEGY (7.3.3.4. AND 8.0.)
  - 14.2.4.1. DEVELOP PERT OPERATIONAL NETWORKS
  - 14.2.4.2. DEVELOP PERT MANAGEMENT NETWORKS



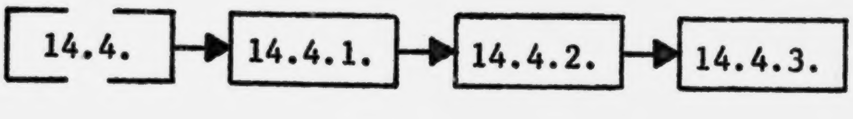
14.3. DEVELOP INPUT SELECTION AND ACQUISITION PLANS

- 14.3.1. ANTICIPATE INPUT REQUIREMENTS (10.0.)
  - 14.3.1.1. REVIEW RESOURCE REQUIREMENTS
  - 14.3.1.2. REVIEW ENERGY REQUIREMENTS
  - 14.3.1.3. REVIEW INFORMATION REQUIREMENTS
- 14.3.2. ASSESS POLICIES, RULES AND REGULATIONS
  - 14.3.2.1. ASSESS APPLICANT AGENCY REQUIREMENTS
  - 14.3.2.2. ASSESS STATE REQUIREMENTS
  - 14.3.2.3. ASSESS FEDERAL REQUIREMENTS
- 14.3.3. DETAIL RESOURCE SELECTION AND ACQUISITION PROCEDURES
  - 14.3.3.1. PLAN TO SECURE FINANCIAL RESOURCES
    - 14.3.3.1.1. ANTICIPATE EXPENDITURES JUSTIFICATION REQUIREMENTS
    - 14.3.3.1.2. ANTICIPATE FISCAL CONTROL REQUIREMENTS
    - 14.3.3.1.3. ANTICIPATE LEGAL CONTROL REQUIREMENTS
  - 14.3.3.2. PLAN TO SECURE PHYSICAL RESOURCES
    - 14.3.3.2.1. DETAIL FACILITIES, EQUIPMENT AND SUPPLY LISTS
    - 14.3.3.2.2. DEFINE FACILITIES, EQUIPMENT AND SUPPLY SPECIFICATIONS
    - 14.3.3.2.3. IDENTIFY SOURCE AGENCIES
    - 14.3.3.2.4. SECURE BID QUOTATIONS
    - 14.3.3.2.5. DEVELOP SELECTION AND ACQUISITION PLAN
  - 14.3.3.3. PLAN TO SECURE HUMAN RESOURCES
    - 14.3.3.3.1. DEFINE ROLE SPECIFICATIONS AND REQUIREMENTS
    - 14.3.3.3.2. PREPARE ORIENTATION AND RECRUITMENT PACKAGE
    - 14.3.3.3.3. DEVELOP DISSEMINATION AND RETRIEVAL PLAN
    - 14.3.3.3.4. DEVELOP RECRUITMENT AND SELECTION PROCEDURES
- 14.3.4. DETAIL INFORMATION HANDLING PROCEDURES
  - 14.3.4.1. PLAN INFORMATION SELECTION AND ACQUISITION PROCEDURES
  - 14.3.4.2. PLAN INFORMATION STORAGE AND RETRIEVAL PROCEDURES
  - 14.3.4.3. PLAN INFORMATION ANALYSIS AND SYNTHESIS PROCEDURES
  - 14.3.4.4. PLAN INFORMATION EVALUATION AND VALIDATION PROCEDURES
  - 14.3.4.5. IDENTIFY INFORMATION SOURCES
  - 14.3.4.6. DEVELOP COMMUNICATION PLANS
  - 14.3.4.7. DEVELOP NETWORK CONTROL PROCEDURES (14.2.4.)
- 14.3.5. DETAIL ENERGY CONSERVATION PROCEDURES
  - 14.3.5.1. ANTICIPATE PROBABLE ENTROPY LEVELS
    - 14.3.5.1.1. ASSESS FUNCTIONAL REQUIREMENTS
    - 14.3.5.1.2. DEFINE ENERGY REQUIREMENTS
    - 14.3.5.1.3. ESTIMATE ENTROPY LEVELS
  - 14.3.5.2. DEVELOP ENERGY CATALYSIS PROCEDURES
  - 14.3.5.3. DETERMINE SYNERGY POTENTIALS
  - 14.3.5.4. DELINEATE ENERGY CONSERVATION PROCEDURES



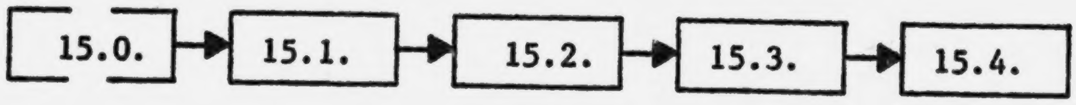
14.4. IMPLEMENT READY PLAN

- 14.4.1. RE-EMPHASIZE PACE AND PROJECT PURPOSES (2.3.)
  - 14.4.1.1. EMPHASIZE PACE INTENTS
    - 14.4.1.1.1. DEVELOP IMAGINATIVE SOLUTIONS TO EDUCATIONAL PROBLEMS
    - 14.4.1.1.2. EFFECTIVELY UTILIZE RESEARCH FINDINGS
    - 14.4.1.1.3. CREATE, DESIGN AND INTELLIGENTLY UTILIZE SUPPLEMENTARY CENTERS AND SERVICES
  - 14.4.1.2. IMPLEMENT PRIMARY PACE OBJECTIVES
    - 14.4.1.2.1. TRANSLATE RELIABLE KNOWLEDGE OF TEACHING-LEARNING INTO WIDE-SPREAD PRACTICE
    - 14.4.1.2.2. CREATE AN AWARENESS OF HIGH-QUALITY EDUCATIONAL PROGRAMS AND SERVICES
  - 14.4.1.3. ASSESS IMMEDIATE PACE OBJECTIVES
    - 14.4.1.3.1. ENCOURAGE DEVELOPMENT OF INNOVATIONS
    - 14.4.1.3.2. DEMONSTRATE WORTHY INNOVATIONS AND STIMULATE THEIR ADOPTION IN PRACTICE
    - 14.4.1.3.3. SUPPLEMENT EXISTING PROGRAMS AND FACILITIES
  - 14.4.1.4. REVIEW PROJECT PURPOSES
    - 14.4.1.4.1. ASSESS PROJECT OBJECTIVES
    - 14.4.1.4.2. ASSESS ANTICIPATED BEHAVIORAL CHANGES
    - 14.4.1.4.3. ASSESS PLANNED CHANGE INTENTS
- 14.4.2. STIMULATE CONTINUED INVOLVEMENT AND SUPPORT
  - 14.4.2.1. OUTLINE FUTURE WORK
  - 14.4.2.2. APPRAISE PRODUCTIVE ACHIEVEMENTS
  - 14.4.2.3. RE-EMPHASIZE ANTICIPATED STUDENT BENEFITS
  - 14.4.2.4. RECOGNIZE INDIVIDUAL AND GROUP EFFORTS
  - 14.4.2.5. ESTABLISH WORTH OF PRODUCTS DEVELOPED
  - 14.4.2.6. INVESTIGATE NEW AREAS AND PARALLEL CONCERNS
- 14.4.3. IMPLEMENT READY PLAN
  - 14.4.3.1. MOTIVATE HUMAN RESOURCE INVOLVEMENT
  - 14.4.3.2. DEVELOP PLANS AND PROCEDURES
  - 14.4.3.3. ANTICIPATE IMPLEMENTATION OF PROJECT PERFORMANCE



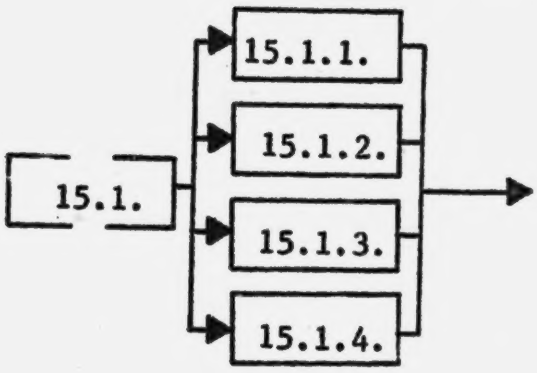
15.0. NEGOTIATE PROJECT APPROVAL

15.1. NEGOTIATE PROGRAM WITH PROGRAM OFFICER
15.2. NEGOTIATE BUDGET WITH GRANTS OFFICER
15.3. NEGOTIATE PROGRAM AND BUDGET REVISIONS
15.4. SECURE OFFICIAL ENDORSEMENTS



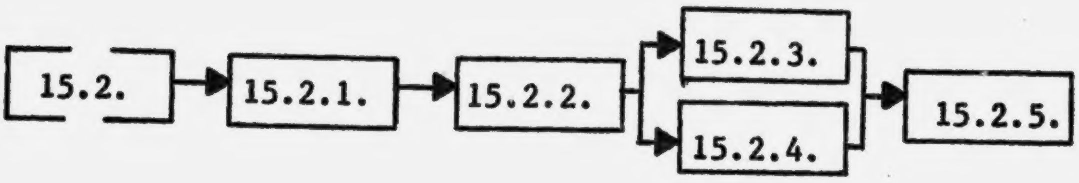
15.1. NEGOTIATE PROGRAM WITH PROGRAM OFFICER

15.1.1. NEGOTIATE PROJECT OBJECTIVES AND PROCEDURES
15.1.2. NEGOTIATE PLANS, PROGRAMS AND MODELS
15.1.3. SECURE INFORMATION HANDLING AND DISSEMINATION PLANS APPROVAL
15.1.4. SECURE EVALUATION AND QUALITY ASSURANCE PLANS APPROVAL



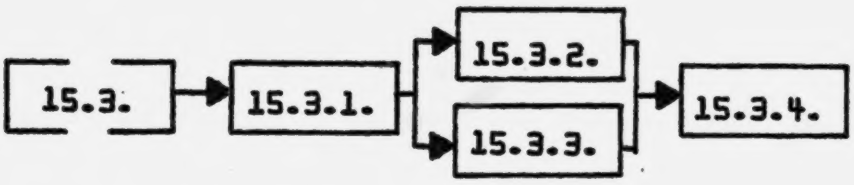
15.2. NEGOTIATE BUDGET WITH GRANTS OFFICER

15.2.1. NEGOTIATE GRANT TERMS AND CONDITIONS
15.2.2. SECURE APPROVAL FOR SUBCONTRACTS
15.2.3. NEGOTIATE PROGRAM BUDGET ELEMENTS
15.2.4. SUBMIT JUSTIFICATIONS FOR ALL EXPENDITURES
15.2.5. SECURE APPROVAL OF PROGRAM BUDGET AREAS



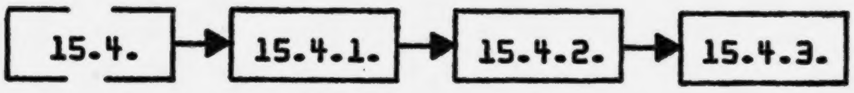
15.3. NEGOTIATE PROGRAM AND BUDGET REVISIONS

15.3.1. PREPARE REQUIRED PROGRAM AND BUDGET REVISIONS
15.3.2. NEGOTIATE PROGRAM REVISIONS
15.3.3. NEGOTIATE BUDGET REVISIONS
15.3.4. DEFINE FINAL PROJECT PROGRAM AND BUDGET



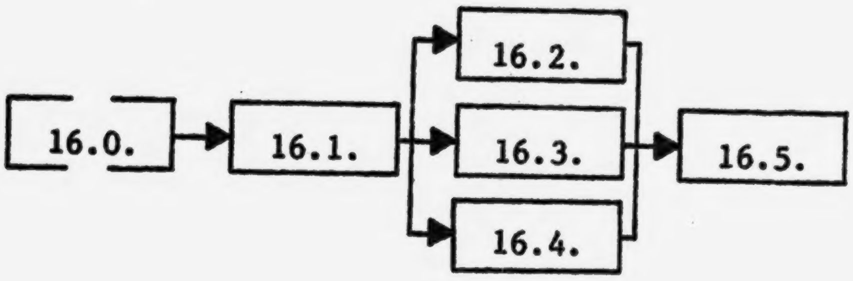
15.4. SECURE OFFICIAL ENDORSEMENTS

15.4.1. SECURE GRANTS OFFICER ENDORSEMENT
15.4.2. SECURE ENDORSEMENT BY CHIEF STATE SCHOOL OFFICER
15.4.3. SECURE ENDORSEMENT BY PERSON AUTHORIZED TO RECEIVE GRANT



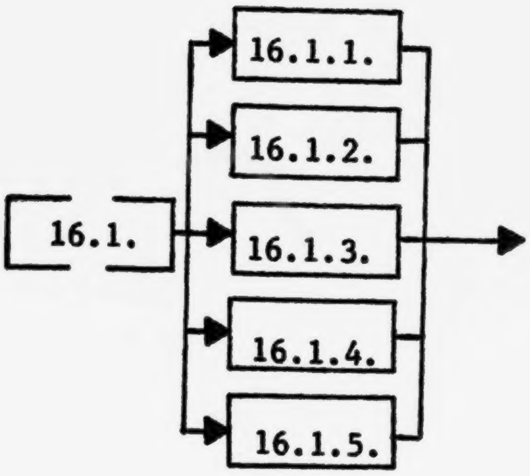
16.0. IMPLEMENT APPROVED PROJECT

16.1. CONSIDER PERFORMANCE PLANS AND STRATEGIES (7.0., 8.0., 9.0., 10.0. AND 11.0.)
16.2. ACQUIRE AND ALLOCATE PERFORMANCE INPUTS (14.3.)
16.3. CREATE PSYCHOLOGICAL ENVIRONMENT FOR PERFORMANCE (9.3.4.)
16.4. IMPLEMENT PROJECT ELEMENTS (15.3.4.)
16.5. ACTIVATE PROJECT PERFORMANCE



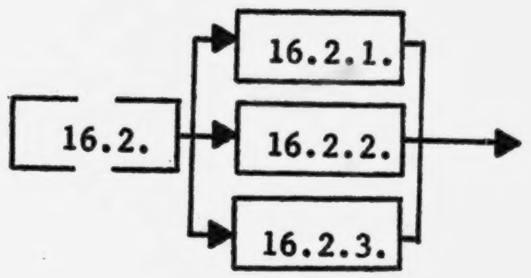
16.1. CONSIDER PERFORMANCE PLANS AND STRATEGIES

16.1.1. REVIEW FRAMEWORK FOR ACTION (7.0.)
16.1.2. REVIEW MASTER PLAN (8.0.)
16.1.3. REVIEW PERFORMANCE STRATEGY (9.0.)
16.1.4. REVIEW EVALUATION PROGRAM (10.0.)
16.1.5. REVIEW PROJECT PURPOSES AND PROGRAMS (12.0.)



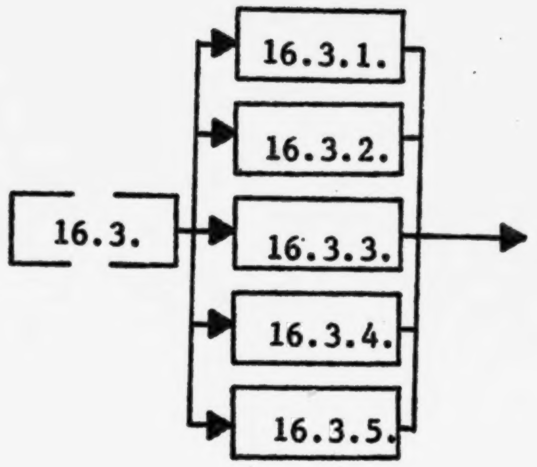
16.2. ACQUIRE AND ALLOCATE PERFORMANCE INPUTS

16.2.1. ACQUIRE AND ALLOCATE REQUIRED RESOURCES (11.2.1.)
16.2.2. ACQUIRE AND ALLOCATE ENERGY (11.2.2.)
16.2.3. ACQUIRE AND ALLOCATE PERFORMANCE INFORMATION (11.2.3.)



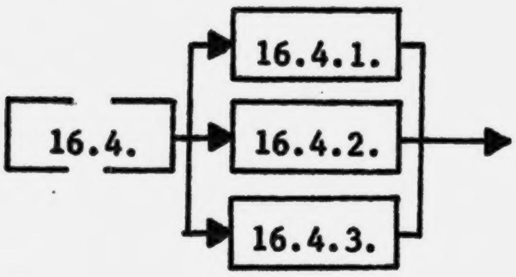
16.3. CREATE PSYCHOLOGICAL ENVIRONMENT FOR PERFORMANCE

16.3.1. CREATE AN AWARENESS OF RELEVANT RESEARCH
16.3.2. STIMULATE INTEREST IN PROJECT INNOVATIONS
16.3.3. DISSEMINATE INFORMATION FOR ANALYSIS AND EVALUATION
16.3.4. DEMONSTRATE NEW METHODS AND PROGRAMS
16.3.5. FACILITATE ADOPTION OF INNOVATIONS



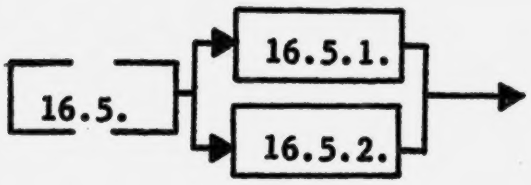
16.4. IMPLEMENT PROJECT ELEMENTS

16.4.1. IMPLEMENT PERFORMANCE STRATEGY (9.0.)
16.4.2. IMPLEMENT EVALUATION PROGRAM (10.0.)
16.4.3. IMPLEMENT MANAGEMENT PROCEDURES (14.1.2.)



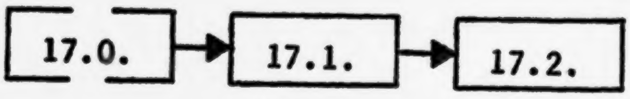
16.5. ACTIVATE PROJECT PERFORMANCE

16.5.1. ACTIVATE PROJECT PROGRAMS (15.3.)
16.5.2. INSTITUTE OPERATIONAL PROCEDURES (9.3.3.3. AND 14.1.1.)



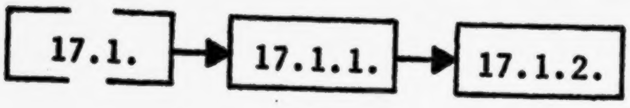
17.0. MANAGE PROJECT PERFORMANCE

17.1. INSTITUTE MANAGEMENT PROCEDURES (16.4.)
17.2. ESTABLISH ADMINISTRATIVE SERVICES



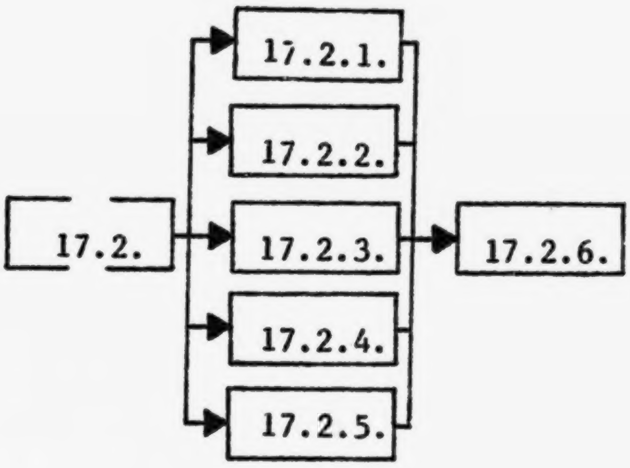
17.1. INSTITUTE MANAGEMENT PROCEDURES

- 17.1.1. INTEGRATE FUNCTIONAL CAPABILITY
  - 17.1.1.1. DEFINE PERFORMANCE FUNCTIONS
  - 17.1.1.2. INTEGRATE PERFORMANCE UNITS
  - 17.1.1.3. ALLOCATE PERFORMANCE RESOURCES
  - 17.1.1.4. ASSIGN FUNCTIONAL RESPONSIBILITIES
  - 17.1.1.5. DELEGATE PERFORMANCE AUTHORITY
  - 17.1.1.6. ESTABLISH PERFORMANCE ACCOUNTABILITY
  - 17.1.1.7. ASSESS PROJECT PERFORMANCE
  - 17.1.1.8. DETERMINE PERFORMANCE EFFECTIVENESS
  - 17.1.1.9. INTEGRATE FUNCTIONAL CAPABILITY
- 17.1.2. PERFORM MANAGEMENT FUNCTIONS
  - 17.1.2.1. PERFORM CONTINUOUS PLANNING
  - 17.1.2.2. IMPLEMENT FUNCTIONAL THEORY AND RESEARCH
  - 17.1.2.3. INSTITUTE PERFORMANCE CONTROLS
  - 17.1.2.4. DIRECT PROJECT PERFORMANCE
  - 17.1.2.5. COORDINATE PROJECT PERFORMANCE
  - 17.1.2.6. ORGANIZE PROJECT PERFORMANCE
  - 17.1.2.7. ALLOCATE PROJECT RESOURCES
  - 17.1.2.8. ESTABLISH ACCOUNTING PROCEDURES
  - 17.1.2.9. INSTITUTE INFORMATION HANDLING PROCEDURES



17.2. ESTABLISH ADMINISTRATIVE SERVICES

17.2.1. PROVIDE PERSONNEL SERVICES
17.2.2. ADMINISTER OPERATIONAL SERVICES
17.2.3. IMPLEMENT TRAINING PROGRAM
17.2.4. PROVIDE PLANNING AND DEVELOPMENT SERVICES
17.2.5. IMPLEMENT COMMUNICATION PROGRAM
17.2.6. MANAGE PROJECT PERFORMANCE


17.2.
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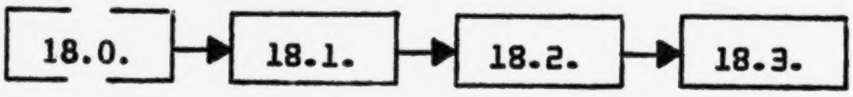
17.2.5.
17.2.6.

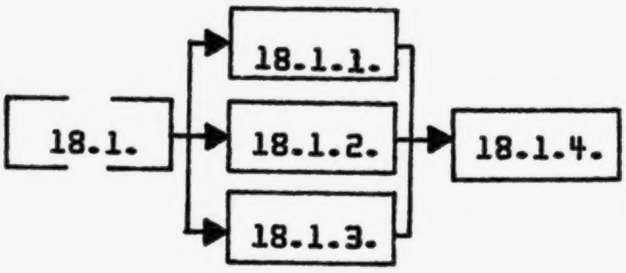
18.0. DETERMINE PERFORMANCE EFFECTIVENESS

- 18.1. DESCRIBE DEMONSTRATED PERFORMANCE
- 18.2. EVALUATE DEMONSTRATED PERFORMANCE
- 18.3. APPRAISE STRATEGY EFFECTIVENESS



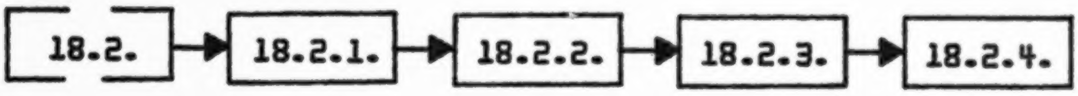
18.1. DESCRIBE DEMONSTRATED PERFORMANCE

- 18.1.1. IDENTIFY PERFORMANCE CHARACTERISTICS
  - 18.1.1.1. IDENTIFY PERFORMANCE CONTEXT CHARACTERISTICS
  - 18.1.1.2. IDENTIFY CHANGE CHARACTERISTICS
  - 18.1.1.3. IDENTIFY QUANTITATIVE CHARACTERISTICS
  - 18.1.1.4. IDENTIFY QUALITATIVE CHARACTERISTICS
  - 18.1.1.5. IDENTIFY CHARACTERISTIC ACTIONS, PATTERNS AND STRUCTURES
- 18.1.2. ANALYZE DEMONSTRATED PERFORMANCE
- 18.1.3. DEFINE PERFORMANCE CHARACTERISTICS
- 18.1.4. DESCRIBE DEMONSTRATED PERFORMANCE



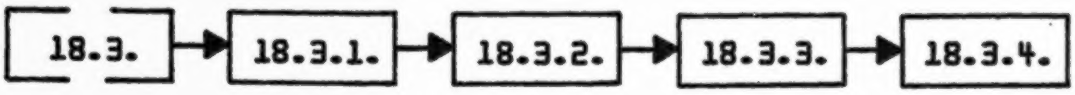
18.2. EVALUATE DEMONSTRATED PERFORMANCE

18.2.1. REVIEW EVALUATION REQUIREMENTS
18.2.2. IMPLEMENT EVALUATION PROCEDURES
  18.2.2.1. INITIATE PRODUCT EVALUATION
  18.2.2.2. INITIATE PROCESS EVALUATION
18.2.3. ASSESS EVALUATION INFORMATION
18.2.4. DELINEATE PROJECT EVALUATION STATEMENT
  18.2.4.1. RELATE FINDINGS TO BEHAVIORAL CHANGES IN PRODUCT
  18.2.4.2. RELATE FINDINGS TO PROCESS EFFECTIVENESS
  18.2.4.3. RELATE FINDINGS TO RELIABILITY OF STRATEGY
  18.2.4.4. RELATE FINDINGS TO TARGET POPUALTION STUDIED
  18.2.4.5. RELATE FINDINGS TO OTHER VARIABLES



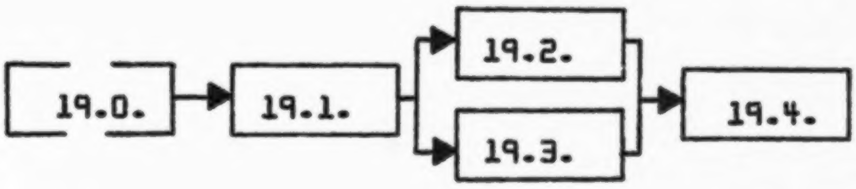
18.3. APPRAISE STRATEGY EFFECTIVENESS

18.3.1. ANALYZE EVALUATION STATEMENT
18.3.2. APPRAISE PERFORMANCE VALUE IN TERMS OF PROJECT OBJECTIVES
  18.3.2.1. DETERMINE OBJECTIVES ACHIEVEMENT
  18.3.2.2. DETERMINE REQUIREMENTS FULFILLMENT
  18.3.2.3. EVALUATE BEHAVIORAL CHANGES
18.3.3. ESTABLISH PERFORMANCE WORTH IN TERMS OF PACE OBJECTIVES
18.3.4. DETERMINE PERFORMANCE EFFECTIVENESS
  18.3.4.1. DETERMINE DIRECT BEHAVIORAL CHANGES IN PRODUCT
  18.3.4.2. DETERMINE ANCILLARY BEHAVIORAL CHANGES IN PRODUCT
  18.3.4.3. DETERMINE PROJECT VALUE OUTCOMES
  18.3.4.4. DETERMINE COST-BENEFIT RELATIONSHIPS



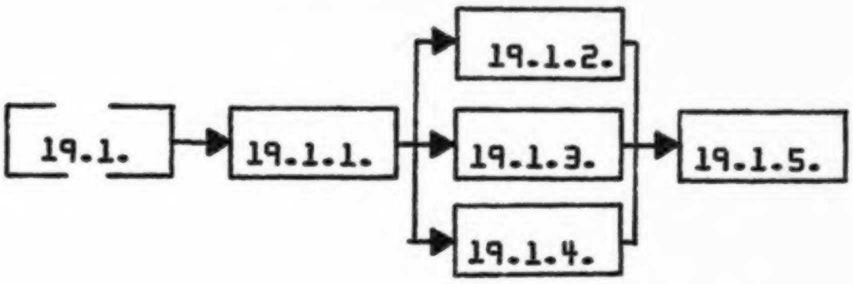
19.0. DISSEMINATE PROJECT RESULTS

19.1. PREPARE DISSEMINATION RATIONALE
19.2. DOCUMENT PROJECT SUPPORT AND RESOURCES
19.3. CREATE INTEREST AND MOTIVATE OTHERS TO ADOPT INNOVATIVE ASPECTS
19.4. DISSEMINATE PROJECT INFORMATION



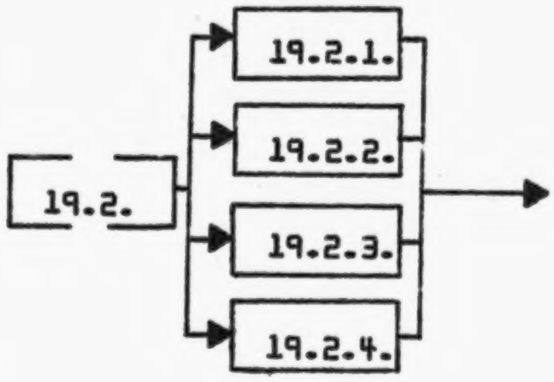
19.1. PREPARE DISSEMINATION RATIONALE

19.1.1. DEFINE DISSEMINATION PURPOSES
19.1.2. IDENTIFY DISSEMINATION AUDIENCES
19.1.3. DETAIL DISSEMINATION SCOPE AND STANDARDS
19.1.4. LIST DISSEMINATION MATERIALS
19.1.5. PREPARE DISSEMINATION RATIONALE



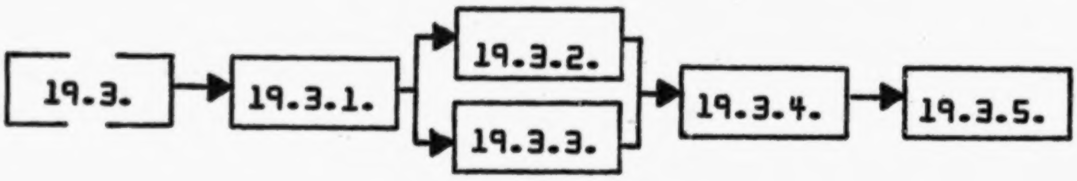
19.2. DOCUMENT PROJECT SUPPORT AND RESOURCES

19.2.1. PROVIDE CREDITS FOR FINANCIAL SUPPORT
19.2.2. PROVIDE CREDITS FOR ADMINISTRATIVE SUPPORT
19.2.3. CREDIT TECHNICAL AND PROFESSIONAL SUPPORT
19.2.4. CREDIT STATE AND LOCAL SUPPORT AND PARTICIPATION
19.2.5. CREDIT TARGET POPULATION INVOLVEMENT



19.3. CREATE INTEREST AND MOTIVATE OTHERS TO ADOPT INNOVATIVE ASPECTS

19.3.1. PRESENT NEED PROBLEMS AND SOLUTIONS
19.3.2. PROVIDE INFORMATION CONCERNING SIGNIFICANT RESULTS
19.3.3. DETAIL PERFORMANCE PITFALLS
19.3.4. SOLICIT PUBLIC SUPPORT FOR INNOVATIVE PROGRAMS
    19.3.4.1. PUBLICIZE ANTICIPATED BENEFITS
    19.3.4.2. DESCRIBE FUNCTIONAL INVOLVEMENT
    19.3.4.3. DESCRIBE PROJECT DEVELOPMENT
    19.3.4.4. DETAIL PROJECT OUTCOMES
19.3.5. ENCOURAGE PROGRAM ADOPTION



19.4. DISSEMINATE PROJECT INFORMATION

- 19.4.1. ASSESS DISSEMINATION EVALUATION CRITERIA
  - 19.4.1.1. STATE INFORMATION CLEARLY FOR INTENDED AUDIENCES
  - 19.4.1.2. PRESENT TRUE PICTURE OF PROGRAM AND ACTIVITIES
  - 19.4.1.3. INSURE THAT MESSAGE REACHES TOTAL AUDIENCE
  - 19.4.1.4. EFFECT DESIRED RESPONSE FROM INTENDED AUDIENCES
  - 19.4.1.5. PLAN TIMELY DISSEMINATION OF INFORMATION
  - 19.4.1.6. EVALUATE PRACTICALITY OF METHODS-MEANS-MEDIA UTILIZED
- 19.4.2. ASSESS RESOURCES AND METHODS-MEANS-MEDIA AVAILABILITY
  - 19.4.2.1. ASSESS TYPES OF PUBLICATIONS
  - 19.4.2.2. ASSESS NEWS MEDIA OUTLETS
  - 19.4.2.3. ASSESS MONITORING OPPORTUNITIES
  - 19.4.2.4. DETERMINE CONFERENCE REQUIREMENTS
  - 19.4.2.5. ASSESS PRESENTATION OPPORTUNITIES
  - 19.4.2.6. DETERMINE PHOTOGRAPHIC RECORD REQUIREMENTS
- 19.4.3. PROVIDE INNOVATION DEMONSTRATIONS
- 19.4.4. DISSEMINATE END OF GRANT PERIOD REPORTS
- 19.4.5. DISSEMINATE PROJECT RESULTS